



**1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender Sensitization, Human Values, Environment and Sustainability into the Curriculum.**

**Response:**

The Institute follows the University's curriculum and incorporates a variety of cross-cutting, socially significant concepts into its UG and PG programs in order to boost students' awareness of these issues. The "Constitution of India, Professional Ethics, Gender sensitization, Intellectual property rights, Environmental science and Cyber Law" courses, which are available in the B.Tech I/II/III years of the Engineering program.

**Constitution of India:**

The main goal of these courses is to ensure that the students are familiar with the constitution, basic civic obligations and rights, professional ethics, and engineer responsibilities. to discuss the growth of Indian views regarding the constitutional rights and responsibilities of contemporary Indian intellectuals, as well as the emergence of nationalism in the early days of Indian nationalism. To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution. After completion of the course the students understand of online laws and offenses and also the premises informing the twin themes of liberty and freedom from a civil rights perspective

**Professional Ethics:**

This Course gives the students the resources they require to adopt ethical behaviour and values in both their personal and professional lives. This course also teaches about the workplace ethics and value systems. Human values and professional ethics are addressed through the course Constitution of India, Professional Ethics and Cyber Law.

**Environment science:**

The course "Environmental science" is offered to engineering students in first year and it deals with environmental and sustainability-related concerns. Students gain awareness of sustainable development while also becoming more conscious of ecological and environmental challenges related to land, air, and water through this course.

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**Gender sensitization:**

Sree Chaitanya Institute Of Technological Sciences (SCITS), which provides high-quality education to produce future leaders, firmly believes that gender equity is essential to a nation's ability to thrive sustainably. Through academic and extracurricular activities, the institute has started some promising initiatives to educate and advocate for gender equity among the stakeholders. The Institute is in favor of flexible seating arrangements in classrooms, equal representation of both sexes in positions of leadership on class and college-level committees, as well as curricular and extracurricular activities. Through mutual respect, the Institute works actively to foster a friendly environment free from gender discrimination.

**Intellectual property rights:**

Intellectual property (IP) rights are crucial for B.Tech students for several reasons. Firstly, as aspiring engineers and technologists, student's work often involves innovation and creation of new technologies. IP rights, such as patents, protect their inventions, ensuring that you get credit for their ideas and that others can't use them without permission. This encourages innovation by providing a system that rewards and protects the fruits of student's labor.

In addition to the mentioned above, the Institute conducts a number of awareness campaigns and activities on universal themes with the assistance of outside groups and professionals. The NSS programs, Swachh Bharath Abhiyan, blood donations, and health awareness campaigns organized by the various clubs are essential in cultivating an inclusive environment for students from different socioeconomic and geographic backgrounds, making a positive impact and transforming them into balanced professionals.

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**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**B.TECH. IN COMPUTER SCIENCE AND ENGINEERING**  
**COURSE STRUCTURE & SYLLABUS (R18)**

Applicable From 2018-19 Admitted Batch

**I YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA101BS	Mathematics - I	3	1	0	4
2	CH102BS	Chemistry	3	1	0	4
3	EE103ES	Basic Electrical Engineering	3	0	0	3
4	ME105ES	Engineering Workshop	1	0	3	2.5
5	EN105HS	English	2	0	0	2
6	CH106BS	Engineering Chemistry Lab	0	0	3	1.5
7	EN107HS	English Language and Communication Skills Lab	0	0	2	1
8	EE108ES	Basic Electrical Engineering Lab	0	0	2	1
		Induction Programme				
		<b>Total Credits</b>	<b>12</b>	<b>2</b>	<b>10</b>	<b>19</b>

**I YEAR II SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA201BS	Mathematics - II	3	1	0	4
2	AP202BS	Applied Physics	3	1	0	4
3	CS203ES	Programming for Problem Solving	3	1	0	4
4	ME204ES	Engineering Graphics	1	0	4	3
5	AP205BS	Applied Physics Lab	0	0	3	1.5
6	CS206ES	Programming for Problem Solving Lab	0	0	3	1.5
7	*MC209ES	Environmental Science	3	0	0	0
		<b>Total Credits</b>	<b>13</b>	<b>3</b>	<b>10</b>	<b>18</b>

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**II YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS301ES	Analog and Digital Electronics	3	0	0	3
2	CS302PC	Data Structures	3	1	0	4
3	MA303BS	Computer Oriented Statistical Methods	3	1	0	4
4	CS304PC	Computer Organization and Architecture	3	0	0	3
5	CS305PC	Object Oriented Programming using C++	2	0	0	2
6	CS306ES	Analog and Digital Electronics Lab	0	0	2	1
7	CS307PC	Data Structures Lab	0	0	3	1.5
8	CS308PC	IT Workshop Lab	0	0	3	1.5
9	CS309PC	C++ Programming Lab	0	0	2	1
10	*MC309	Gender Sensitization Lab	0	0	2	0
		<b>Total Credits</b>	<b>14</b>	<b>2</b>	<b>12</b>	<b>21</b>

**II YEAR II SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS401PC	Discrete Mathematics	3	0	0	3
2	SM402MS	Business Economics & Financial Analysis	3	0	0	3
3	CS403PC	Operating Systems	3	0	0	3
4	CS404PC	Database Management Systems	3	1	0	4
5	CS405PC	Java Programming	3	1	0	4
6	CS406PC	Operating Systems Lab	0	0	3	1.5
7	CS407PC	Database Management Systems Lab	0	0	3	1.5
8	CS408PC	Java Programming Lab	0	0	2	1
9	*MC409	Constitution of India	3	0	0	0
		<b>Total Credits</b>	<b>18</b>	<b>2</b>	<b>8</b>	<b>21</b>

**III YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS501PC	Formal Languages & Automata Theory	3	0	0	3
2	CS502PC	Software Engineering	3	0	0	3
3	CS503PC	Computer Networks	3	0	0	3
4	CS504PC	Web Technologies	3	0	0	3
5		Professional Elective-I	3	0	0	3
6		Professional Elective -II	3	0	0	3

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7	CS505PC	Software Engineering Lab	0	0	3	1.5
8	CS506PC	Computer Networks & Web Technologies Lab	0	0	3	1.5
9	EN508HS	Advanced Communication Skills Lab	0	0	2	1
10	*MC510	Intellectual Property Rights	3	0	0	0
<b>Total Credits</b>			<b>21</b>	<b>0</b>	<b>8</b>	<b>22</b>

## III YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS601PC	Machine Learning	3	1	0	4
2	CS602PC	Compiler Design	3	1	0	4
3	CS603PC	Design and Analysis of Algorithms	3	1	0	4
4		Professional Elective – III	3	0	0	3
5		Open Elective-I	3	0	0	3
6	CS604PC	Machine Learning Lab	0	0	3	1.5
7	CS605PC	Compiler Design Lab	0	0	3	1.5
8		Professional Elective-III Lab	0	0	2	1
9	*MC609	Environmental Science	3	0	0	0
<b>Total Credits</b>			<b>18</b>	<b>3</b>	<b>8</b>	<b>22</b>

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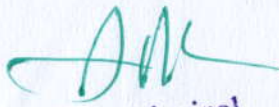
Course Code	ENVIRONMENTAL SCIENCE AND TECHNOLOGY	L	T	P	Credits
MC209ES		3	0	0	0

**Pre Requisites:** Engineering Geology Theory.

**Course Objectives:** Understanding the importance of ecological balance for sustainable development  
.Understanding the impacts of developmental activities and mitigation measures Understanding the environmental policies and regulations

**Course Outcomes:** At the end of the course, the student will be able to

CO1	Understand ecological principles
CO2	Evaluate ecological principles and environmental regulations for sustainable development
CO3	Develop technologies on the basis of ecological principles and environmental regulations which in turn helps in sustainable development

  
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## SYLLABUS

### UNIT-I

**Ecosystems:** Definition, Scope and Importance of ecosystem. Classification, structure and function of an ecosystem, Food chains, food webs and ecological pyramids. Flow of energy, Biogeochemical cycles, Bioaccumulation, Bio-magnification, ecosystem value, services and carrying capacity, Field visits.

### UNIT-II

**Natural Resources: Classification of Resources:** Living and Non-Living resources, **water resources:** use and over utilization of surface and ground water, floods and droughts, Dams: benefits and problems. **Mineral resources:** use and exploitation, environmental effects of extracting and using mineral resources, **Land resources:** Forest resources, **Energy resources:** growing energy needs, renewable and non renewable energy sources, use of alternate energy source, case studies.

### UNIT-III

**Biodiversity And Biotic Resources:** Introduction, Definition, genetic, species and ecosystem diversity. Value of biodiversity; consumptive use, productive use, social, ethical, aesthetic and optional values, India as a mega diversity nation, Hot spots of biodiversity. Field visit. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts; conservation of biodiversity: In-Situ and Ex-situ conservation, National Biodiversity act.

### UNIT-IV

**Environmental Pollution and Control Technologies: Environmental Pollution:** Classification of pollution, **Air Pollution:** Primary and secondary pollutants, Automobile and Industrial pollution, Ambient air quality standards. **Water pollution:** Sources and types of pollution, drinking water quality standards. **Soil Pollution:** Sources and types, Impacts of modern agriculture, degradation of soil. **Noise Pollution:** Sources and Health hazards, standards, **Solid waste:** Municipal Solid Waste management, composition and characteristics of e-Waste and its management. **Pollution control technologies:** Wastewater Treatment methods: Primary, secondary and Tertiary.

Overview of air pollution control technologies, Concepts of bioremediation. **Global Environmental Problems and Global Efforts:** Climate change and impacts on human environment. Ozone depletion and Ozone depleting substances (ODS). Deforestation and desertification. International conventions / Protocols: Earth summit, Kyoto protocol and Montréal Protocol.



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## UNIT-V

**Environmental Policy, Legislation & EIA:** Environmental Protection act, Legal aspects Air Act-1981, Water Act, Forest Act, Wild life Act, Municipal solid waste management and handling rules, biomedical waste management and handling rules, hazardous waste management and handling rules. **EIA:** EIA structure, methods of baseline data acquisition. Overview on Impacts of air, water, biological and Socio-economical aspects. Strategies for risk assessment, Concepts of Environmental Management Plan (EMP). **Towards Sustainable Future:** Concept of Sustainable Development, Population and its explosion, Crazy Consumerism, Environmental Education, Urban Sprawl, Human health, Environmental Ethics, Concept of Green Building, Ecological Foot Print, Life Cycle assessment (LCA), Low carbon life style.

## TEXT BOOKS:

1. Textbook of Environmental Studies for Undergraduate Courses by Erach Bharucha for University Grants Commission.
2. Environmental Studies by R. Rajagopalan, Oxford University Press.

## REFERENCE BOOKS:

1. Environmental Science: towards a sustainable future by Richard T. Wright. 2008 PHL Learning Private Ltd. New Delhi.
2. Environmental Engineering and science by Gilbert M. Masters and Wendell P. Ela . 2008 PHI Learning Pvt. Ltd.
3. Environmental Science by Daniel B. Botkin & Edward A. Keller, Wiley INDIA edition.
4. Environmental Studies by Anubha Kaushik, 4<sup>th</sup> Edition, New age international publishers.
5. Text book of Environmental Science and Technology - Dr. M. Anji Reddy 2007, BS Publications

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**ENVIRONMENTAL SCIENCE AND TECHNOLOGY**  
**QUESTION PAPER**

**UNIT-I**

1. Define the term "ecosystem" and elaborate on its scope in the natural world. Why are ecosystems considered fundamental units in ecology?
2. Explore the classification of ecosystems based on different criteria.
3. Discuss the roles of producers, consumers, and decomposers in sustaining ecosystem dynamics.
4. Explain the concepts of food chains, food webs, and ecological pyramids..
5. Explore the value and services provided by ecosystems to both the environment and human societies.
6. Reflect on the importance of field visits in studying ecosystems.

**UNIT-II**

1. Differentiate between living and non-living resources.
2. Explore the uses of surface and groundwater resources. Discuss the challenges associated with the overutilization of these resources, addressing issues such as depletion, contamination, and the impact on ecosystems.
3. Evaluate the benefits and problems associated with dams.
4. Discuss the uses and methods of exploiting mineral resources.
5. Analyze the growing global energy needs and the role of both renewable and non-renewable energy sources.

**UNIT-III**

1. Provide an introduction to biodiversity and define genetic, species, and ecosystem diversity.
2. Explain why India is considered a mega diversity nation.
3. Reflect on the significance of field visits in studying biodiversity.
4. Differentiate between In-Situ and Ex-Situ conservation approaches.
5. Explore the National Biodiversity Act. What are its key provisions, and how does it contribute to biodiversity conservation and sustainable use of biological resources in India?

**UNIT-IV**

1. Provide a comprehensive classification of environmental pollution.
2. Explore the concepts of primary and secondary pollutants in the context of air pollution.
3. Discuss the significance of drinking water quality standards in ensuring safe water supply.
4. Discuss the sources and health hazards associated with noise pollution.
5. Elaborate on wastewater treatment methods, including primary, secondary, and tertiary treatment.


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**UNIT-V**

1. Examine the roles of the Water Act, Forest Act, and Wildlife Act in environmental conservation and protection.
2. Explain the structure of Environmental Impact Assessment (EIA) and the importance of baseline data acquisition.
3. Discuss strategies for risk assessment in the context of environmental impact.
4. Analyze the environmental implications of population growth and consumerism.
5. Examine the significance of Life Cycle Assessment (LCA) in evaluating environmental impacts.



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Course Code	GENDER SENSITIZATION LAB	L	T	P	Credits
MC309		0	0	3	2

**Pre Requisites:** None.

**Course Objectives:**

- To develop students' sensibility with regard to issues of gender in contemporary India
- To provide a critical perspective on the socialization of men and women
- To introduce students to information about some key biological aspects of genders
- To expose the students to debates on the politics and economics of work
- To help students reflect critically on gender violence
- To expose students to more egalitarian interactions between men and women

**Course Outcomes:** At the end of the course, the student will be able to

CO1	Develop a better understanding of important issues related to gender in contemporary India
CO2	Sensitize to basic dimensions of the biological, sociological, psychological and legal aspects of gender
CO3	Attain a finer grasp of how gender discrimination works in our society and how to counter it
CO4	Acquire insight into the gendered division of labour and its relation to politics and economics
CO5	Develop a sense of appreciation of women in all walks of life.
CO6	Empower students to understand and respond to gender violence

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### SYLLABUS

#### UNIT-I

##### UNDERSTANDING GENDER

**Gender:** Why Should We Study It? (Towards a World of Equals: Unit -1)

**Socialization:** Making Women, Making Men (Towards a World of Equals: Unit -2) Introduction. Preparing for Womanhood. Growing up Male. First lessons in Caste. Different Masculinities

#### UNIT-II

##### GENDER AND BIOLOGY

**Missing Women:** Sex Selection and Its Consequences (Towards a World of Equals: Unit -4) Declining Sex Ratio. Demographic Consequences

**Gender Spectrum:** Beyond the Binary (Towards a World of Equals: Unit -10) Two or Many? Struggles with Discrimination

#### UNIT-III

##### GENDER AND LABOUR

**Housework:** the Invisible Labour (Towards a World of Equals: Unit -3) "My Mother doesn't Work." "Share the Load."

**Women's Work:** Its Politics and Economics (Towards a World of Equals: Unit -7)

Fact and Fiction. Unrecognized and Unaccounted work. Additional Reading: Wages and Conditions of Work.

#### UNIT-IV

##### ISSUES OF VIOLENCE

**Sexual Harassment:** Say No! (Towards a World of Equals: Unit -6)

Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Cupulu".

**Domestic Violence:** Speaking Out (Towards a World of Equals: Unit -8)

Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Additional Reading: New Forums for Justice.

Thinking about Sexual Violence (Towards a World of Equals: Unit -11)

Blaming the Victim-"I Fought for my Life...." - Additional Reading: The Caste Face of Violence.

#### UNIT-V

##### GENDER: CO - EXISTENCE

**Just Relationships:** Being Together as Equals (Towards a World of Equals: Unit -12)

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Additional Reading: Rosa Parks-The Brave Heart.

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**TEXTBOOK**

1. All the five Units in the Textbook, “**Towards a World of Equals: A Bilingual Textbook on Gender**” written by A. Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu and published by **Telugu Akademi, Hyderabad**, Telangana State in the year **2015**.

**Note:** Since it is an Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

**REFERENCE BOOKS:**

1. Menon, Nivedita. Seeing like a Feminist. New Delhi: Zubaan-Penguin Books, 2012
2. Abdulali Sohaila. “I Fought For My Life...and Won.” Available online at:  
<http://www.thealternative.in/lifestyle/i-fought-for-my-lifeand-won-sohaila-abdulali>

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**GENDER SENSITIZATION LAB**  
**QUESTION PAPER**

1. Define Gender.
2. What are the objectives of Gender sensitization?
3. Discuss about Gender based division of labour.
4. What is the nature and scope of Gender sensitization?
5. Empowerment of women: (a) strengthening the strength of women.
6. What are the causes of gender inequality in India?
7. Explain the domestic violence against women.
8. Define Gender and Sex. (a) What are the major differences between two?
9. Explain gender spectrum.
10. What is gender expression?
11. What are the challenges faced by a women.

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Course Code	CONSTITUTION OF INDIA	L	T	P	Credits
MC409		3	0	0	0

**Pre Requisites:** None.

**Course Objective:** Students will be able to:

1	Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
2	To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.
3	To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.

**Course Outcomes:** Students will be able to:

CO1	Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.
CO2	Discuss the intellectual origins of the framework of argument that informed the conceptualization of social reforms leading to revolution in India.
CO3	Discuss the circumstances surrounding the foundation of the Congress Socialist Party [CSP] under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution
CO4	Discuss the passage of the Hindu Code Bill of 1956.

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**CONSTITUTION OF INDIA**  
**SYLLABUS**

**Unit - 1** History of Making of the Indian Constitution- History of Drafting Committee.

**Unit - 2** Philosophy of the Indian Constitution- Preamble Salient Features

**Unit - 3** Contours of Constitutional Rights & Duties - Fundamental Rights

- Right to Equality
- Right to Freedom
- Right against Exploitation
- Right to Freedom of Religion
- Cultural and Educational Rights
- Right to Constitutional Remedies
- Directive Principles of State Policy
- Fundamental Duties.

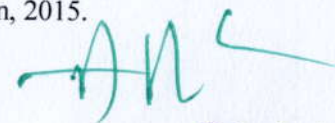
**Unit - 4** Organs of Governance: Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications, Powers and Functions

**Unit - 5** Local Administration: District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected Representative, CEO of Municipal Corporation. Panchayat raj: Introduction, PRI: Zila Panchayat. Elected officials and their roles, CEO Zila Panchayat: Position and role. Block level: Organizational Hierarchy (Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy

**Unit - 6** Election Commission: Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners. State Election Commission: Role and Functioning. Institute and Bodies for the welfare of SC/ST/OBC and women.

**Suggested Reading:**

1. The Constitution of India, 1950 (Bare Act), Government Publication.
2. Dr. S. N. Busi, Dr. B. R. Ambedkar framing of Indian Constitution, 1st Edition, 2015.
3. M. P. Jain, Indian Constitution Law, 7th Edn., Lexis Nexis, 2014.
4. D.D. Basu, Introduction to the Constitution of India, Lexis Nexis, 2015



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**CONSTITUTION OF INDIA**  
**QUESTION PAPER**

1. Write a note on Historical perspective of the Constitution of India
2. Discuss the Salient features and characteristics of the Constitution of India
3. Write in detail about the Scheme of the fundamental rights, fundamental duties and its legal status
4. Explain the Federal structure and distribution of legislative and financial powers between the Union and the states
5. What are the constitution powers and status of the President of India?
6. What is the procedure for the amendment of the Constitutional Powers?
7. Discuss the historical perspectives of the constitutional amendments in India.
8. Explain briefly about the scheme of the fundamental right to equality, fundamental right to certain freedom under Article 19.
9. Why is constitution important? Explain about constitution of India.
10. What are the provisions relating to religious freedom and equality in the Indian political system?  
Does the Indian Constitution specifically bar the conversion of people to other religions?
11. What is preamble? Is it apart of the constitution? Explain its significance.
12. Write a short note on Emergency Provisions: National Emergency, President Rule, Financial Emergency.

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Course Code	INTELLECTUAL PROPERTY RIGHTS	L	T	P	Credits
MC510		3	0	0	0

**Pre Requisites:** None.

**Course Objectives:**

- To recognize the importance of IP and to educate the pupils on basic concepts of Intellectual Property Rights.
- To identify the significance of practice and procedure of Patents.
- To make the students to understand the statutory provisions of different forms of IPRs in simple forms.
- To learn the procedure of obtaining Patents, Copyrights, Trade Marks & Industrial Design
- To enable the students to keep their IP rights alive..

**Course Outcomes:**

CO1	Distinguish and Explain various forms of IPRs.
CO2	Identify criteria's to fit one's own intellectual work in particular form of IPRs.
CO3	Apply statutory provisions to protect particular form of IPRs.
CO4	Analyze rights and responsibilities of holder of Patent, Copyright, Trademark, Industrial Design etc.
CO5	Identify procedure to protect different forms of IPRs national and international level.
CO6:	Develop skill of making search using modern tools and techniques.

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## SYLLABUS

### UNIT – I

Introduction to Intellectual property: Introduction, types of intellectual property, international organizations, agencies and treaties, importance of intellectual property rights.

### UNIT – II

Trade Marks: Purpose and function of trademarks, acquisition of trade mark rights, protectable matter, selecting, and evaluating trade mark, trade mark registration processes.

### UNIT – III

Law of copy rights: Fundamental of copy right law, originality of material, rights of reproduction, rights to perform the work publicly, copy right ownership issues, copy right registration, notice of copy right, international copy right law. Law of patents: Foundation of patent law, patent searching process, ownership rights and transfer

### UNIT – IV

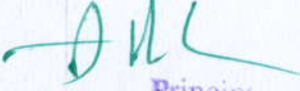
Trade Secrets: Trade secrete law, determination of trade secrete status, liability for misappropriations of trade secrets, protection for submission, trade secrete litigation. Unfair competition: Misappropriation right of publicity, false advertising.

### UNIT – V

New development of intellectual property: new developments in trade mark law; copy right law, patent law, intellectual property audits. International overview on intellectual property, international – trade mark law, copy right law, international patent law, and international development in trade secrets law.

### TEXT BOOKS & REFERENCES:

1. Intellectual property right, Deborah. E. Bouchoux, Cengage learning.
2. Intellectual property right – Unleashing the knowledge economy, prabuddha ganguli, Tata McGraw Hill Publishing company ltd

  
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## **INTELLECTUAL PROPERTY RIGHTS**

### **Question Paper**

1. a) List and explain the types of intellectual property. b) Why are IPR and licensing issues important to public-sector bodies? Discuss
2. Illustrate the applications process and registration of copyright.
3. Discuss the acquisition of trade mark rights.
4. Describe the process involved for trademark registration.
5. Describe the Copyright Protection for Automated Databases.
6. Elaborate the new development in patent law relating for the Business method.
7. Explain the liability for misappropriations of trade secrets.
8. Give a brief note on intellectual property audits.
9. Discuss the international development in trade secrets law.
10. List and explain the new development in international trade secrets.
11. List and explain the new development in international trade secrets.
12. Discuss the law relating to revocation and surrender of patents.

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# SREE CHAITANYA

INSTITUTE OF TECHNOLOGICAL SCIENCES

(Approved by AICTE, New Delhi, Affiliated to J.N.T.U.H., Hyderabad)



SREE CHAITANYA  
EDUCATIONAL INSTITUTIONS

Course Code	PROFESSIONAL ETHICS	L	T	P	Credits
		3	0	0	3

**Pre Requisites:** None.

**Course Objective:** To enable the students to imbibe and internalize the Values and Ethical Behaviour in the personal and Professional lives.

**Course Outcomes:** At the end of the course, the student will be able to:

CO1	Understand the importance of Values and Ethics in their personal lives and professional careers
CO2	Learn the rights and responsibilities as an employee, team member and a global citizen.
CO3	Engineer's rights and responsibilities act in morally desirable ways, towards moral commitment and responsible conduct
CO4	Gain exposure to Environment Ethics & computer ethics; know their responsibilities and rights
CO5	Acquiring knowledge of various roles of Engineer In applying ethical principles at various professional levels
CO6	Excelling in competitive and challenging environment to contribute to industrial growth.

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## SYLLABUS

### UNIT - I

**Introduction to Professional Ethics:** Basic Concepts, Governing Ethics, Personal & Professional Ethics, Ethical Dilemmas, Life Skills, Emotional Intelligence, Thoughts of Ethics, Value Education, Dimensions of Ethics, Profession and professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.

### UNIT - II

**Basic Theories:** Basic Ethical Principles, Moral Developments, Deontology, Utilitarianism, Virtue Theory, Rights Theory, Casuist Theory, Moral Absolution, Moral Rationalism, Moral Pluralism, Ethical Egoism, Feminist Consequentialism, Moral Issues, Moral Dilemmas, Moral Autonomy.

### UNIT - III

**Professional Practices in Engineering:** Professions and Norms of Professional Conduct, Norms of Professional Conduct vs. Profession; Responsibilities, Obligations and Moral Values in Professional Ethics, Professional codes of ethics, the limits of predictability and responsibilities of the engineering profession.  
Central Responsibilities of Engineers - The Centrality of Responsibilities of Professional Ethics; lessons from 1979 American Airlines DC-10 Crash and Kansas City Hyatt Regency Walk away Collapse.

### UNIT - IV

Work Place Rights & Responsibilities, Ethics in changing domains of Research, Engineers and Managers; Organizational Complaint Procedure, difference of Professional Judgment within the Nuclear Regulatory Commission (NRC), the Hanford Nuclear Reservation.  
Ethics in changing domains of research - The US government wide definition of research misconduct, research misconduct distinguished from mistakes and errors, recent history of attention to research misconduct, the emerging emphasis on understanding and fostering responsible conduct, responsible authorship, reviewing & editing.

### UNIT - V


Global issues in Professional Ethics: Introduction – Current Scenario, Technology Globalization of MNCs, International Trade, World Summits, Issues, Business Ethics and Corporate Governance, Sustainable Development Ecosystem, Energy Concerns, Ozone Deflection, Pollution, Ethics in Manufacturing and Marketing, Media Ethics; War Ethics; Bio Ethics, Intellectual Property Rights

### TEXT BOOKS:

1. Professional Ethics: R. Subramanian, Oxford University Press, 2015.
2. Ethics in Engineering Practice & Research, Caroline Whitbeck, 2e, Cambridge University Press 2015.

### REFERENCES:

1. Engineering Ethics, Concepts Cases: Charles E Harris Jr., Michael S Pritchard, Michael J Rabins, 4e , Cengage learning, 2015.
2. Business Ethics concepts & Cases: Manuel G Velasquez, 6e, PHI, 2008.



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## **HUMAN VALUES AND PROFESSIONAL ETHICS**

### **Objectives :**

- To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- To facilitate the development of a Holistic perspective among students towards life, profession and happiness, based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Value based living in a natural way.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually satisfying human behavior and mutually enriching interaction with Nature.

*ANL*

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## **HUMAN VALUES AND PROFESSIONAL ETHICS**

### **SYLLABUS**

#### **Unit-I:**

Introduction to Value Education 1. Value Education, Definition, Concept and Need for Value Education 2. The Content and Process of Value Education 3. Self-Exploration as a means of Value Education 4. Happiness and Prosperity as parts of Value Education

#### **Unit-II:**

Harmony in the Human Being 1. Human Being is more than just the Body 2. Harmony of the Self (I) with the Body 3. Understanding Myself as Co-existence of the Self and the Body 4. Understanding Needs of the Self and the Needs of the Body

#### **Unit-III:**

Harmony in the Family and Society and Harmony in the Nature 1. Family as a basic unit of Human Interaction and Values in Relationships 2. The Basics for respect and today's Crisis : Affection, Care, Guidance, Reverence, Glory, Gratitude and Love 3. Comprehensive Human Goal : The Five dimensions of Human Endeavour

#### **Unit-IV:**

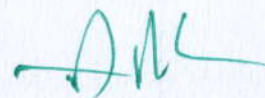
Social Ethics 1. The Basics for Ethical Human conduct 2. Defects in Ethical Human Conduct 3. Holistic Alternative and Universal order 4. Universal Human Order and Ethical Conduct

#### **Unit-V:**

Professional Ethics 1. Value Based Life and Profession 2. Professional Ethics and Right Understanding 3. Competence in Professional Ethics 4. Issues in Professional Ethics – The Current scenario 5. Vision for Holistic Technologies, Production System and Management Models.

### **TEXT BOOKS**

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

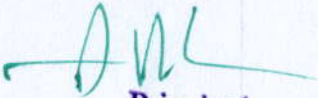


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## **HUMAN VALUES AND PROFESSIONAL ETHICS**

### **QUESTION PAPER**

1. What is value education? Why there is a need for value education
2. What is meant by the process of value education?
3. What are the problems facing in the activities of How to resolve them?
4. What are the human values in a family?
5. What is ethical human conduct? Explain it in terms of values, policies and character.
6. What is meant by holistic alternative?
7. What is meant by competence in professional ethics
8. Explain the principles of management based on ethics and values.
9. What is the need of four value education in the present day professional oriented education?
10. What are the needs of the self (I) and the body?
11. Family is a natural laboratory to understand human relationships. Explain.
12. How does right understanding provide the basis for ethical human conduct?
13. Critically examine the issues in professional ethics?
14. Explain the place of objectivity and ethics in public administration. List some suggestions to make value education more effective in the present scenario.
15. What do you mean by the definitiveness of ethical human conduct? How can it be ensured?
16. What are the reasons for unethical practices in the profession today? What is the real solution to the above problems? Give your opinion.
17. What do you mean by competence in professional ethics? Elaborate with examples.
18. What are the basic aspirations of human being? Define and explain.
19. Do you think that human beings are a sum-total of sentiments and physical aspects the 'self' and the 'body'? Explain your answer using examples.
20. List some suggestions to make value education more effective in the present scenario.
21. What do you mean by the definitiveness of ethical human conduct? How can it be ensured?
22. What are the reasons for unethical practices in the profession today? What is the real solution to the above problems? Give your opinion.

  
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**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**B.Tech. in COMPUTER SCIENCE AND ENGINEERING**  
**COURSE STRUCTURE & SYLLABUS (R18)**

Applicable From 2018-19 Admitted Batch

**I YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA101BS	Mathematics - I	3	1	0	4
2	CH102BS	Chemistry	3	1	0	4
3	EE103ES	Basic Electrical Engineering	3	0	0	3
4	ME105ES	Engineering Workshop	1	0	3	2.5
5	EN105HS	English	2	0	0	2
6	CH106BS	Engineering Chemistry Lab	0	0	3	1.5
7	EN107HS	English Language and Communication Skills Lab	0	0	2	1
8	EE108ES	Basic Electrical Engineering Lab	0	0	2	1
		Induction Programme				
		<b>Total Credits</b>	<b>12</b>	<b>2</b>	<b>10</b>	<b>19</b>

**I YEAR II SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	MA201BS	Mathematics - II	3	1	0	4
2	AP202BS	Applied Physics	3	1	0	4
3	CS203ES	Programming for Problem Solving	3	1	0	4
4	ME204ES	Engineering Graphics	1	0	4	3
5	AP205BS	Applied Physics Lab	0	0	3	1.5
6	CS206ES	Programming for Problem Solving Lab	0	0	3	1.5
7	*MC209ES	Environmental Science	3	0	0	0
		<b>Total Credits</b>	<b>13</b>	<b>3</b>	<b>10</b>	<b>18</b>

**II YEAR I SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS301ES	Analog and Digital Electronics	3	0	0	3
2	CS302PC	Data Structures	3	1	0	4
3	MA303BS	Computer Oriented Statistical Methods	3	1	0	4
4	CS304PC	Computer Organization and Architecture	3	0	0	3
5	CS305PC	Object Oriented Programming using C++	2	0	0	2
6	CS306ES	Analog and Digital Electronics Lab	0	0	2	1
7	CS307PC	Data Structures Lab	0	0	3	1.5
8	CS308PC	IT Workshop Lab	0	0	3	1.5
9	CS309PC	C++ Programming Lab	0	0	2	1
10	*MC309	Gender Sensitization Lab	0	0	2	0
		<b>Total Credits</b>	<b>14</b>	<b>2</b>	<b>12</b>	<b>21</b>



## II YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS401PC	Discrete Mathematics	3	0	0	3
2	SM402MS	Business Economics & Financial Analysis	3	0	0	3
3	CS403PC	Operating Systems	3	0	0	3
4	CS404PC	Database Management Systems	3	1	0	4
5	CS405PC	Java Programming	3	1	0	4
6	CS406PC	Operating Systems Lab	0	0	3	1.5
7	CS407PC	Database Management Systems Lab	0	0	3	1.5
8	CS408PC	Java Programming Lab	0	0	2	1
9	*MC409	Constitution of India	3	0	0	0
		<b>Total Credits</b>	<b>18</b>	<b>2</b>	<b>8</b>	<b>21</b>

## III YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS501PC	Formal Languages & Automata Theory	3	0	0	3
2	CS502PC	Software Engineering	3	0	0	3
3	CS503PC	Computer Networks	3	0	0	3
4	CS504PC	Web Technologies	3	0	0	3
5		Professional Elective-I	3	0	0	3
6		Professional Elective -II	0	0	3	1.5
7	CS505PC	Software Engineering Lab	0	0	3	1.5
8	CS506PC	Computer Networks & Web Technologies Lab	0	0	2	1
9	EN508HS	Advanced Communication Skills Lab	3	0	0	0
10	*MC510	Intellectual Property Rights	3	0	0	0
		<b>Total Credits</b>	<b>21</b>	<b>0</b>	<b>8</b>	<b>22</b>

## III YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS601PC	Machine Learning	3	1	0	4
2	CS602PC	Compiler Design	3	1	0	4
3	CS603PC	Design and Analysis of Algorithms	3	1	0	4
4		Professional Elective - III	3	0	0	3
5		Open Elective-I	3	0	0	3
6	CS604PC	Machine Learning Lab	0	0	3	1.5
7	CS605PC	Compiler Design Lab	0	0	3	1.5
8		Professional Elective-III Lab	0	0	2	1
9	*MC609	Environmental Science	3	0	0	0
		<b>Total Credits</b>	<b>18</b>	<b>3</b>	<b>8</b>	<b>22</b>

## IV YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS701PC	Cryptography & Network Security	3	0	0	3
2	CS702PC	Data Mining	2	0	0	2



3		Professional Elective -IV	3	0	0	3
4		Professional Elective -V	3	0	0	3
5		Open Elective - II	3	0	0	3
6	CS703PC	Cryptography & Network Security Lab	0	0	2	1
7	CS704PC	Industrial Oriented Mini Project/ Summer Internship	0	0	0	2*
8	CS705PC	Seminar	0	0	2	1
9	CS706PC	Project Stage - I	0	0	6	3
		<b>Total Credits</b>	<b>14</b>	<b>0</b>	<b>10</b>	<b>21</b>

**IV YEAR II SEMESTER**

S. No.	Course Code	Course Title	L	T	P	Credits
1	SM801MS	Organizational Behaviour	3	0	0	3
2		Professional Elective - VI	3	0	0	3
3		Open Elective - III	3	0	0	3
4	CS802PC	Project Stage - II	0	0	14	7
		<b>Total Credits</b>	<b>9</b>	<b>0</b>	<b>14</b>	<b>16</b>

**\*MC - Environmental Science – Should be Registered by Lateral Entry Students Only.**

**\*MC – Satisfactory/Unsatisfactory**

**Note:** Industrial Oriented Mini Project/ Summer Internship is to be carried out during the summer vacation between 6th and 7th semesters. Students should submit report of Industrial Oriented Mini Project/ Summer Internship for evaluation.

**Professional Elective - I**

CS511PE	Information Theory & Coding
CS512PE	Advanced Computer Architecture
CS513PE	Data Analytics
CS514PE	Image Processing
CS515PE	Principles of Programming Languages

**Professional Elective - II**

CS521PE	Computer Graphics
CS522PE	Advanced Operating Systems
CS523PE	Informational Retrieval Systems
CS524PE	Distributed Databases
CS525PE	Natural Language Processing

**Professional Elective - III**

CS611PE	Concurrent Programming
CS612PE	Network Programming
CS613PE	Scripting Languages
CS614PE	Mobile Application Development
CS615PE	Software Testing Methodologies

**# Courses in PE - III and PE - III Lab must be in 1-1 correspondence.**

**Professional Elective - IV**

CS711PE	Graph Theory
CS712PE	Introduction to Embedded Systems



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CS713PE	Artificial Intelligence
CS714PE	Cloud Computing
CS715PE	Ad-hoc & Sensor Networks

**Professional Elective - V**

CS721PE	Advanced Algorithms
CS722PE	Real Time Systems
CS723PE	Soft Computing
CS724PE	Internet of Things
CS725PE	Software Process & Project Management

**Professional Elective – VI**

CS811PE	Computational Complexity
CS812PE	Distributed Systems
CS813PE	Neural Networks & Deep Learning
CS814PE	Human Computer Interaction
CS815PE	Cyber Forensics

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**\*MC109ES/\*MC209ES: ENVIRONMENTAL SCIENCE**

B.Tech. I Year II Sem.

L	T	P	C
3	0	0	0

**Course Objectives:**

- Understanding the importance of ecological balance for sustainable development.
- Understanding the impacts of developmental activities and mitigation measures.
- Understanding the environmental policies and regulations

**Course Outcomes:**

- Based on this course, the Engineering graduate will understand /evaluate / develop technologies on the basis of ecological principles and environmental regulations which in turn helps in sustainable development

**UNIT-I**

**Ecosystems:** Definition, Scope, and Importance of ecosystem. Classification, structure, and function of an ecosystem, Food chains, food webs, and ecological pyramids. Flow of energy, Biogeochemical cycles, Bioaccumulation, Biomagnification, ecosystem value, services and carrying capacity, Field visits.

**UNIT-II**

**Natural Resources: Classification of Resources:** Living and Non-Living resources, **water resources:** use and over utilization of surface and ground water, floods and droughts, Dams: benefits and problems. **Mineral resources:** use and exploitation, environmental effects of extracting and using mineral resources, **Land resources:** Forest resources, **Energy resources:** growing energy needs, renewable and non-renewable energy sources, use of alternate energy source, case studies.

**UNIT-III**

**Biodiversity And Biotic Resources:** Introduction, Definition, genetic, species and ecosystem diversity. Value of biodiversity; consumptive use, productive use, social, ethical, aesthetic and optional values. India as a mega diversity nation, Hot spots of biodiversity. Field visit. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts; conservation of biodiversity: In-Situ and Ex-situ conservation. National Biodiversity act.

**UNIT-IV**

**Environmental Pollution and Control Technologies: Environmental Pollution:** Classification of pollution, **Air Pollution:** Primary and secondary pollutants, Automobile and Industrial pollution, Ambient air quality standards. **Water pollution:** Sources and types of pollution, drinking water quality standards. **Soil Pollution:** Sources and types, Impacts of modern agriculture, degradation of soil. **Noise Pollution:** Sources and Health hazards, standards, **Solid waste:** Municipal Solid Waste management, composition and characteristics of e-Waste and its management. **Pollution control technologies:** Wastewater Treatment methods: Primary, secondary and Tertiary. Overview of air pollution control technologies, Concepts of bioremediation. **Global Environmental Issues and Global Efforts:** Climate change and impacts on human environment. Ozone depletion and Ozone depleting substances (ODS). Deforestation and desertification. International conventions / Protocols: Earth summit, Kyoto protocol, and Montréal Protocol. NAPCC-Gol Initiatives.

**UNIT-V**

**Environmental Policy, Legislation & EIA:** Environmental Protection act, Legal aspects Air Act- 1981, Water Act, Forest Act, Wild life Act, Municipal solid waste management and handling rules, biomedical waste management and handling rules, hazardous waste management and handling rules. EIA: EIA structure, methods of baseline data acquisition. Overview on Impacts of air, water, biological and Socio-economical aspects. Strategies for risk assessment, Concepts of Environmental Management Plan



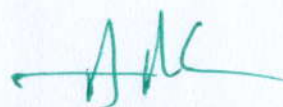
(EMP). **Towards Sustainable Future:** Concept of Sustainable Development Goals, Population and its explosion, Crazy Consumerism, Environmental Education, Urban Sprawl, Human health, Environmental Ethics, Concept of Green Building, Ecological Foot Print, Life Cycle assessment (LCA), Low carbon life style.

**TEXT BOOKS:**

- 1 Textbook of Environmental Studies for Undergraduate Courses by Erach Bharucha for University Grants Commission.
- 2 Environmental Studies by R. Rajagopalan, Oxford University Press.

**REFERENCE BOOKS:**

1. Environmental Science: towards a sustainable future by Richard T. Wright. 2008 PHL Learning Private Ltd. New Delhi.
2. Environmental Engineering and science by Gilbert M. Masters and Wendell P. Ela. 2008 PHI Learning Pvt. Ltd.
3. Environmental Science by Daniel B. Botkin & Edward A. Keller, Wiley INDIA edition.
4. Environmental Studies by Anubha Kaushik, 4<sup>th</sup> Edition, New age international publishers.
5. Text book of Environmental Science and Technology - Dr. M. Anji Reddy 2007, BS Publications.
6. Introduction to Environmental Science by Y. Anjaneyulu, BS. Publications.



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**\*MC309/\*MC409: GENDER SENSITIZATION LAB**

(An Activity-based Course)

**B.TECH II Year II Sem.**

L	T	P	C
0	0	2	0

**COURSE DESCRIPTION**

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

**Objectives of the Course:**

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

**Learning Outcomes:**

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labour and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

**UNIT - I: UNDERSTANDING GENDER**

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men  
- Preparing for Womanhood. Growing up Male. First lessons in Caste.



**UNIT – II: GENDER ROLES AND RELATIONS**

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles-Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences-Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

**UNIT – III: GENDER AND LABOUR**

Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. - Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

**UNIT – IV: GENDER - BASED VIOLENCE**

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu".

Domestic Violence: Speaking OutIs Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."

**UNIT – V: GENDER AND CULTURE**

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks-The Brave Heart.

Note: Since it is Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

➤ *Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on "Gender".*

☞ **ESSENTIAL READING:** The Textbook, "Towards a World of Equals: A Bilingual Textbook on Gender" written by A.Suneetha, Uma Bhrugubanda, DuggiralaVasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

**ASSESSMENT AND GRADING:**

- Discussion & Classroom Participation: 20%
- Project/Assignment: 30%
- End Term Exam: 50%

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**\*MC409/\*MC309: CONSTITUTION OF INDIA****B.TECH II Year II Sem.****L T P C  
3 0 0 0**

The Constitution of India is the supreme law of India. Parliament of India cannot make any law which violates the Fundamental Rights enumerated under the Part III of the Constitution. The Parliament of India has been empowered to amend the Constitution under Article 368, however, it cannot use this power to change the "basic structure" of the constitution, which has been ruled and explained by the Supreme Court of India in its historical judgments. The Constitution of India reflects the idea of "Constitutionalism" – a modern and progressive concept historically developed by the thinkers of "liberalism" – an ideology which has been recognized as one of the most popular political ideology and result of historical struggles against arbitrary use of sovereign power by state. The historic revolutions in France, England, America and particularly European Renaissance and Reformation movement have resulted into progressive legal reforms in the form of "constitutionalism" in many countries. The Constitution of India was made by borrowing models and principles from many countries including United Kingdom and America.

The Constitution of India is not only a legal document but it also reflects social, political and economic perspectives of the Indian Society. It reflects India's legacy of "diversity". It has been said that Indian constitution reflects ideals of its freedom movement; however, few critics have argued that it does not truly incorporate our own ancient legal heritage and cultural values. No law can be "static" and therefore the Constitution of India has also been amended more than one hundred times. These amendments reflect political, social and economic developments since the year 1950. The Indian judiciary and particularly the Supreme Court of India has played an historic role as the guardian of people. It has been protecting not only basic ideals of the Constitution but also strengthened the same through progressive interpretations of the text of the Constitution. The judicial activism of the Supreme Court of India and its historic contributions has been recognized throughout the world and it gradually made it "as one of the strongest court in the world".

**Course content**

1. Meaning of the constitution law and constitutionalism
2. Historical perspective of the Constitution of India
3. Salient features and characteristics of the Constitution of India
4. Scheme of the fundamental rights
5. The scheme of the Fundamental Duties and its legal status
6. The Directive Principles of State Policy – Its importance and implementation
7. Federal structure and distribution of legislative and financial powers between the Union and the States
8. Parliamentary Form of Government in India – The constitution powers and status of the President of India
9. Amendment of the Constitutional Powers and Procedure
10. The historical perspectives of the constitutional amendments in India
11. Emergency Provisions: National Emergency, President Rule, Financial Emergency
12. Local Self Government – Constitutional Scheme in India
13. Scheme of the Fundamental Right to Equality
14. Scheme of the Fundamental Right to certain Freedom under Article 19
15. Scope of the Right to Life and Personal Liberty under Article 21

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**\*MC510: INTELLECTUAL PROPERTY RIGHTS**

III Year B.Tech. CSE I-Sem

L T P C  
3 0 0 0**UNIT – I**

Introduction to Intellectual property: Introduction, types of intellectual property, international organizations, agencies and treaties, importance of intellectual property rights.

**UNIT – II**

Trade Marks: Purpose and function of trademarks, acquisition of trade mark rights, protectable matter, selecting, and evaluating trade mark, trade mark registration processes.

**UNIT – III**

Law of copy rights: Fundamental of copy right law, originality of material, rights of reproduction, rights to perform the work publicly, copy right ownership issues, copy right registration, notice of copy right, international copy right law.

Law of patents: Foundation of patent law, patent searching process, ownership rights and transfer

**UNIT – IV**

Trade Secrets: Trade secrete law, determination of trade secrete status, liability for misappropriations of trade secrets, protection for submission, trade secrete litigation.

Unfair competition: Misappropriation right of publicity, false advertising.

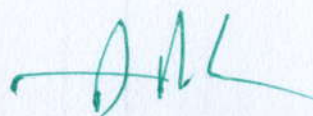
**UNIT – V**

New development of intellectual property: new developments in trade mark law; copy right law, patent law, intellectual property audits.

International overview on intellectual property, international – trade mark law, copy right law, international patent law, and international development in trade secrets law.

**TEXT & REFERENCE BOOKS:**

1. Intellectual property right, Deborah. E. Bouchoux, Cengage learning.
2. Intellectual property right – Unleashing the knowledge economy, prabuddha ganguli, Tata McGraw Hill Publishing company ltd



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**\*MC609: ENVIRONMENTAL SCIENCE**

III Year B.Tech. CSE II-Sem

L	T	P	C
3	0	0	0

**Course Objectives:**

- Understanding the importance of ecological balance for sustainable development.
- Understanding the impacts of developmental activities and mitigation measures
- Understanding the environmental policies and regulations

**Course Outcomes:** Based on this course, the Engineering graduate will understand /evaluate / develop technologies on the basis of ecological principles and environmental regulations which in turn helps in sustainable development

**UNIT - I**

**Ecosystems:** Definition, Scope and Importance of ecosystem. Classification, structure, and function of an ecosystem, Food chains, food webs, and ecological pyramids. Flow of energy, Biogeochemical cycles, Bioaccumulation, Biomagnification, ecosystem value, services and carrying capacity, Field visits.

**UNIT - II**

**Natural Resources: Classification of Resources:** Living and Non-Living resources, **water resources:** use and over utilization of surface and ground water, floods and droughts, Dams: benefits and problems. **Mineral resources:** use and exploitation, environmental effects of extracting and using mineral resources, **Land resources:** Forest resources, **Energy resources:** growing energy needs, renewable and non renewable energy sources, use of alternate energy source, case studies.

**UNIT - III**

**Biodiversity And Biotic Resources:** Introduction, Definition, genetic, species and ecosystem diversity. Value of biodiversity; consumptive use, productive use, social, ethical, aesthetic and optional values. India as a mega diversity nation, Hot spots of biodiversity. Field visit. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts; conservation of biodiversity: In-Situ and Ex-situ conservation. National Biodiversity act.

**UNIT - IV**

**Environmental Pollution and Control Technologies: Environmental Pollution:** Classification of pollution, **Air Pollution:** Primary and secondary pollutants, Automobile and Industrial pollution, Ambient air quality standards. **Water pollution:** Sources and types of pollution, drinking water quality standards. **Soil Pollution:** Sources and types, Impacts of modern agriculture, degradation of soil. **Noise Pollution:** Sources and Health hazards, standards, **Solid waste:** Municipal Solid Waste management, composition and characteristics of e-Waste and its management. **Pollution control technologies:** Wastewater Treatment methods: Primary, secondary and Tertiary. Overview of air pollution control technologies, Concepts of bioremediation. **Global Environmental Problems and Global Efforts:** Climate change and impacts on human environment. Ozone depletion and Ozone depleting substances (ODS). Deforestation and desertification. International conventions / Protocols: Earth summit, Kyoto protocol, and Montréal Protocol.

**UNIT - V**

**Environmental Policy, Legislation & EIA:** Environmental Protection act, Legal aspects Air Act- 1981, Water Act, Forest Act, Wild life Act, Municipal solid waste management and handling rules, biomedical waste management and handling rules, hazardous waste management and handling rules. EIA: EIA structure, methods of baseline data acquisition. Overview on Impacts of air, water, biological and Socio-economical aspects. Strategies for risk assessment, Concepts of Environmental Management Plan



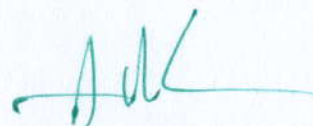
(EMP). **Towards Sustainable Future:** Concept of Sustainable Development, Population and its explosion, Crazy Consumerism, Environmental Education, Urban Sprawl, Human health, Environmental Ethics, Concept of Green Building, Ecological Foot Print, Life Cycle assessment (LCA), Low carbon life style.

**TEXT BOOKS:**

1. Textbook of Environmental Studies for Undergraduate Courses by Erach Bharucha for University Grants Commission.
2. Environmental Studies by R. Rajagopalan, Oxford University Press.

**REFERENCE BOOKS:**

1. Environmental Science: towards a sustainable future by Richard T. Wright. 2008 PHL Learning Private Ltd. New Delhi.
2. Environmental Engineering and science by Gilbert M. Masters and Wendell P. Ela. 2008 PHL Learning Pvt. Ltd.
3. Environmental Science by Daniel B. Botkin & Edward A. Keller, Wiley INDIA edition.
4. Environmental Studies by Anubha Kaushik, 4<sup>th</sup> Edition, New age international publishers.
5. Text book of Environmental Science and Technology - Dr. M. Anji Reddy 2007, BS Publications.



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**A Course File**  
**On**  
**GENDER SENSITIZATION LAB**  
**(II- B. Tech. I- Semester)**  
**Submitted to**  
**DEPARTMENT OF**  
**COMPUTER SCIENCE AND ENGINEERING**

**Submitted**  
**By**  
**K. SRINIVAS**  
Assistant Professor



**SREE CHAITANYA**  
EDUCATIONAL INSTITUTIONS

**SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES**  
**(An ISO 9001-2015 Certified Institution)**  
**LMD COLONY, THIMMAPUR, KARIMNAGAR, T.S. - 505527**

**(2021-22)**



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2	Vision and Mission of the Department
3	Academic Calendar
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7	Course Outcomes
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19	Question Bank
20	Assignment Questions
21	Internal Examination Question Papers with key
22	External Question Papers
23	Additional Information

*Adc*

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Vijayawada



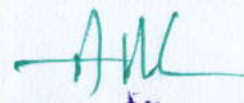
# 1. Vision and Mission of the Institute

## VISION

To emerge as an Institution of Excellence to educate, empower students in the fields of Engineering, Management to create solutions that improve the quality of life and sustainability.

## MISSION

- To deliver high quality Engineering and Management Education by giving prominence to theoretical, practical, experiential and comprehensive learning-teaching with the help of cutting-edge technologies and best in class infrastructure
- To establish an environment that produce advance knowledge through research and enrich a culture of inquiry, critical thinking, creativity and innovation to address the needs, challenges and issues of the society with best solutions and to ensure its well-being
- To develop fruitful industry-institution interactive collaborations, curriculums and programs, leading to enhance the competency, leadership and entrepreneurship skill
- To develop highly professionals through holistic education by focusing on individual growth, discipline, integrity, ethics, compassion, accountability, sustainability and social sensitivity.



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## **2. DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING**

### **VISION**


To provide high-quality education in order to produce competent and promising technocrats with cutting-edge knowledge, ethical standards and creative ideas in the field of computer science & engineering to suit the industry requirements.

### **MISSION**

- Provide quality learning experiences to ambitious students through implementing effective classroom procedures, active learning teaching methods, and to make them confident, competent and industry ready engineers.
- Empower the graduates with the fundamentals in design and implementation of computational problems through university curriculum and modern research methodologies in collaboration with industries and reputed institutes.
- Strengthening research and development activities through application development, technical events and certification programs in the core areas of computer science engineering.
- To instill professional behavior, strong ethical values, professional suitability and leadership abilities.
- 

### **PROGRAM EDUCATIONAL OBJECTIVES (PEOS)**

- To produce high quality graduates with competence, innovation, responsibility and who are quick at understanding the latest advances in technology.
- To attain self-sustainability and overall development through research, consultancy and development activities.
- To produce competent professionals by imparting moral and ethical values along with environmental awareness in the students.

  
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## PROGRAM SPECIFIC OBJECTIVES (PSOS)

- The ability to apply knowledge of mathematics and computer science for solving real world problems and adapting new technologies to become always industry ready.
- Apply the relevant technologies and latest software engineering tools to engage in lifelong learning and conduct investigations in computer science engineering to become part of the societal growth.
- To implant effective communication skills, ethics and leadership qualities for sustainability.



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### 3. Academic Calendar

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

ACADEMIC CALENDAR 2021-22

B. TECH./B.PHARM. II YEAR I & II SEMESTERS

**I SEM**

S. No	Description	Duration	
		From	To
1	Dussehra Recess	11.10.2021	16.10.2021 (1 Week)
2	Commencement of I Semester classwork	18.10.2021	
3	1 <sup>st</sup> Spell of Instructions	18.10.2021	11.12.2021 (8 Weeks)
4	First Mid Term Examinations	13.12.2021	18.12.2021 (1 Week)
5	Submission of First Mid Term Exam Marks to the University on or before	24.12.2021	
6	2 <sup>nd</sup> Spell of Instructions	20.12.2021	12.02.2022 (8 Weeks)
7	Second Mid Term Examinations	14.02.2022	19.02.2022 (1 Week)
8	Preparation Holidays and Practical Examinations	21.02.2022	26.02.2022 (1 Week)
9	Submission of Second Mid Term Exam Marks to the University on or before	26.02.2022	
10	End Semester Examinations	28.02.2022	12.03.2022 (2 Weeks)

**II SEM**

S. No	Description	Duration	
		From	To
1	Commencement of II Semester classwork	14.03.2022	
2	1 <sup>st</sup> Spell of Instructions (including Summer Vacation)	14.03.2022	28.05.2022 (11 Weeks)
3	Summer Vacation	09.05.2022	21.05.2022 (2 Weeks)
4	First Mid Term Examinations	30.05.2022	04.06.2022 (1 Week)
5	Submission of First Mid Term Exam Marks to the University on or before	11.06.2022	
6	2 <sup>nd</sup> Spell of Instructions	06.06.2022	30.07.2022 (8 Weeks)
7	Second Mid Term Examinations	01.08.2022	06.08.2022 (1 Week)
8	Preparation Holidays and Practical Examinations	09.08.2022	16.08.2022 (1 Week)
9	Submission of Second Mid Term Exam Marks to the University on or before	16.08.2022	
10	End Semester Examinations	17.08.2022	30.08.2022 (2 Weeks)

REGISTRAR

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## 4. JNTUH Syllabus

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**

**\*MC309/\*MC409: GENDER SENSITIZATION LAB**

**II Year B.Tech. CSE I-Sem**

### **UNIT-I: UNDERSTANDING GENDER**

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men - Preparing for Womanhood. Growing up Male. First lessons in Caste.

### **UNIT-II: GENDER ROLES AND RELATIONS**

Two or Many?-Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

### **UNIT-III: GENDER AND LABOUR**

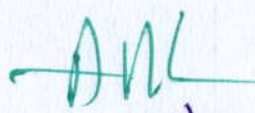
Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. - Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming.

### **UNIT-IV: GENDER-BASED VIOLENCE**

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu". Domestic Violence: Speaking Out Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life"

### **UNIT-V GENDER AND CULTURE**

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature Just Relationships: Being Together as Equals Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers Rosa Parks The Brave Heart.

  
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## 5. Course Objectives

Course Objectives	Course Objective Statements
Objective – 1	To develop students' sensibility with regard to issues of gender in contemporary India.
Objective – 2	To provide a critical perspective on the socialization of men and women.
Objective – 3	To introduce students to information about some key biological aspects of genders.
Objective – 4	To expose the students to debates on the politics and economics of work.
Objective – 5	To help students reflect critically on gender violence.




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## 6. Course Outcomes

The Department of Information Technology of JNTUHCEJ has the following expected outcomes upon completion of this course.

Course Outcome	Course Outcome Statements
CO - 1	Students will have developed a better understanding of important issues related to gender in contemporary India.
CO - 2	Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
CO - 3	Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
CO - 4	Students will acquire insight into the gendered division of labour and its relation to politics and economics.
CO - 5	Men and women students and professionals will be better equipped to work and live together as equals.

  
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## 7. List of PO's, PEO's and PSO's

### Program Outcomes (POs)

PO	Graduate Attributes	PO Statements
PO 1	Engineering Knowledge	Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PO 2	Problem Analysis	Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO 3	Design/ Development of Solutions	Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO 4	Conduct Investigations of Complex Problems	Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
PO 5	Modern Tool Usage	Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
PO 6	The Engineer and Society	Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
PO 7	Environment and Sustainability	Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO 8	Ethics	Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
PO 9	Individual and Team Work	Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO 10	Communication	Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO 11	Project Management and Finance	Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
PO 12	Life-long Learning	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

  
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## Program Educational Objectives (PEOs)

S.No.	PEO Name	Program Specific Objective Statements
1	PEO - 1	To produce high quality graduates with competence, innovation, responsibility and who are quick at understanding the latest advances in technology
2	PEO - 2	To attain self-sustainability and overall development through research, consultancy and development activities
3	PEO - 3	To produce competent professionals by imparting moral and ethical values along with environmental awareness in the students.

  
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## Program Specific Objectives (PSOs)

S.No.	PSO Name	Program Specific Objective Statements
1	PSO - 1	The ability to apply knowledge of mathematics and computer science for solving real world problems and adapting new technologies to become always industry ready.
2	PSO - 2	Apply the relevant technologies and latest software engineering tools to engage in lifelong learning and conduct investigations in computer science engineering to become part of the societal growth.
3	PSO - 3	To implant effective communication skills, ethics and leadership qualities for sustainability.

  
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## 8. Mapping of PEO's with PO's and PSO's

PEO Name	PROGRAM OUTCOMES												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
PEO - 1	√	√	√		√	√				√		√	√	√	√
PEO - 2	√	√	√	√	√				√	√		√	√	√	
PEO - 3						√	√	√		√					√



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## 9. Mapping of CO's with PO's and PSO's


COs	COURSE OUTCOME STATEMENTS	PROGRAM OUTCOMES												PSOs			
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
CO1	To introduce the concepts of mathematical logic	3	1		1									1	3		
CO2	Ability to use logic and set theory to formulate precise statements	2	2	1											3	1	
CO3	Ability to analyze and solve counting problems on finite and discrete structures	2	1	1										1	3	1	
CO4	Ability to describe and manipulate sequences	2	2		2		1								1		
CO5	Ability to apply graph theory in solving computing problems	1	2	2	1		1								2	3	
<b>Average</b>		2	1.6	0.8	0.8		0.4							0.6	2.4	1	

Mapping of CO's with PO's and PSO's - Excel Sheet

  
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## 10. Faculty Individual Time Table

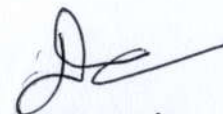
 <b>SREE CHAITANYA</b> EDUCATIONAL INSTITUTIONS	<b>SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES</b> (An ISO 9001-2015 Certified Institution) LMD COLONY, THIMMAPUR, KARIMNAGAR, T.S. – 505527		
<b>DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING</b>			
Course Code:	*MC309/*MC409	Course Name:	GENDER SENSITIZATION LAB
Faculty Name:	K SRINIVAS	Academic Year:	2021-22
Class:	II B.Tech-CSE A & B	Year-Sem:	II B.Tech-I Sem.

### Individual Time Table

Days	I	II	BREAK	III	IV	LUNCH	V	VI	VI	
MON				CSE-A Sec						
TUE	CSE-B Sec									
WED	CSE-B Sec									
THU										
FRI										
SAT				CSE-A Sec						

  
 TIME TABLE I/C

  
 HOD-CSE

  
 ACADEMIC I/C

  
 PRINCIPAL

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## 11. Lecture Plan

Subject : **GENDER SENSITIZATION LAB**

Year : **II-B.Tech I Sem**

Branch : **CSE**

At the end of the course, students are able to achieve the following learning outcomes.

UNIT No.	No. of Periods	Total Periods	Topic Name
I	1-2	8	Definition of Gender-Basic Gender Concepts
	3-4		Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization
	5-6		Making Women, Making Men - Preparing for Womanhood.
	7-8		Growing up Male. First lessons in Caste.
II	15-16	8	Struggles with Discrimination-Gender Roles and Relations
	17-18		Types of Gender Roles- Gender Roles
	19-20		Relationships Matrix-Missing Women-Sex Selection and Its Consequences-
	21-22		Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary
III	29-31	12	Division and Valuation of Labour-Housework
	32-33		The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work
	34-36		Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. - Gender Development Issues-Gender.
	37-40		Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming
IV	41-42	7	The Concept of Violence- Types of Gender-based Violence
	42-43		Gender-based Violence from a Human Rights Perspective-Sexual Harassment
	43-44		Say No! -Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment-
	45-46		Further Reading: "Chupulu".
	47-48		Domestic Violence: Speaking OutIs Home a Safe Place? - When Women Unite [Film].
	49-50		Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."
V	57 58	12	Gender and Film-Gender and Electronic Media-Gender
	59-60		Advertisement-Gender and Popular Literature
	61-63		Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and



		Popular Literature
	64-65	Just Relationships: Being Together as Equals Mary Kom and Onler. Love and Acid just do not Mix.
	66-67	Love Letters. Mothers and Fathers. Rosa Parks- The Brave Heart.

**TEXT BOOKS :**

The Textbook, "Towards a World of Equals: A Bilingual Textbook on Gender" written by A.Suneetha, Uma Bhugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

  
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## 12. Student Nominal Role

II-B.Tech I Sem

BRANCH-CSE

SECTION – A		
S. NO	H.T NO	NAME OF THE STUDENT
1	20TR1A0501	ABDUL MASOOD
2	20TR1A0502	ADIGOPPULA SAI VINAY
3	20TR1A0503	ADLA ANITHA
4	20TR1A0504	ALAKUNTA SHARADHA
5	20TR1A0505	ALUMALLA VEERA REDDY
6	20TR1A0506	ANKIREDDY SAHITH
7	20TR1A0507	ANNAM SHIVANI
8	20TR1A0508	ARRAMA KOVIDA
9	20TR1A0509	ARUKALA JANARDHAN
10	20TR1A0510	BANDARI POOJITHA
11	20TR1A0511	BANOTHU ANIL KUMAR
12	20TR1A0512	BATTU LATHA
13	20TR1A0513	BELLI THIRUMALESH
14	20TR1A0514	BIGULLA VENKATESH
15	20TR1A0515	BITLA SHASHI PREETHAM
16	20TR1A0516	BONTHA SAI KIRAN RAO
17	20TR1A0517	CHETANOJU SREERAM
18	20TR1A0518	CHIDURALA AKSHAY REDDY
19	20TR1A0519	DASARI VEENA
20	20TR1A0520	DECHOWPANTHULA SAITEJA
21	20TR1A0521	EEDULA SURYA
22	20TR1A0522	EPPA HARSHITHA
23	20TR1A0523	EREDDY ROHITH
24	20TR1A0524	ETTIREDDY SANGEETHA
25	20TR1A0525	FAIZAN ABDUL RAHMAN
26	20TR1A0526	GANDESRI SATHVIKA
27	20TR1A0527	GANDRA VISHWANTH
28	20TR1A0528	GOGURI VYSHNAVI
29	20TR1A0529	GOLLE SINDHU
30	20TR1A0530	GUDELLI ABHISHEK
31	20TR1A0531	GUDI NIKHITHA
32	20TR1A0532	GUGULOTHU SAICHARAN
33	20TR1A0533	GUJJULA ABHINAV REDDY
34	20TR1A0534	GUNDA SANJANA
35	20TR1A0535	GUNTI ANUSHA
36	20TR1A0536	GURRAM NITHISH KUMAR
37	20TR1A0537	JETLA SHIVASAI
38	20TR1A0538	JUPAKA SRINIVAS
39	20TR1A0539	KAITHOJU SAKETH
40	20TR1A0540	KALAKONDA VARSHINI
41	20TR1A0541	KATLA SAIPRIYA
42	20TR1A0542	KATTA PRIYANKA

SECTION – B		
S. NO	H.T NO	NAME OF THE STUDENT
1	20TR1A0561	MANDHA VINAY
2	20TR1A0562	MARAM BHAVANI PRASAD
3	20TR1A0563	MARRIPPELLY SHIVANI
4	20TR1A0564	MARRY RISHITHA
5	20TR1A0565	MESU SAMPATHKUMAR
6	20TR1A0566	MIRZA AMAAN AHMED BAIG
7	20TR1A0567	MOHAMMAD ADNAN AHMED
8	20TR1A0568	MOHAMMAD AMAN KHAN
9	20TR1A0569	MOHAMMED ASHRAF
10	20TR1A0570	MOHAMMED SOHEB UR RAHMAN
11	20TR1A0571	MUNAQHAD ATEMAAD
12	20TR1A0572	MUTHYALA SAI PRASANNA
13	20TR1A0573	MYAKALA AJITH
14	20TR1A0574	NAGIREDDY RASHMITHA
15	20TR1A0575	NALUMACHU NAGA JYOTHI
16	20TR1A0576	NAMILAKONDA RADHA KRISHNA
17	20TR1A0577	NARENDRULA SANTHOSHI
18	20TR1A0578	NEERATI ESHWAR
19	20TR1A0579	NELLAMPANI ABHIRAMAN
20	20TR1A0580	NEREDUKOMMA ANIRUDH
21	20TR1A0581	NUKALA KAVYA SRI
22	20TR1A0582	PASHAM DEEKSHITHA REDDY
23	20TR1A0583	PASUPUNURI JYOSHNA
24	20TR1A0584	PATTEM SAI PRIYA
25	20TR1A0585	PERALA AMULYA
26	20TR1A0586	PERALA ANITHA
27	20TR1A0587	PIDUGU VISHNUVARDHAN REDDY
28	20TR1A0588	PILLI RAKESH
29	20TR1A0589	PINAMALLA NITHIN
30	20TR1A0590	POLE SRIJA
31	20TR1A0591	PONNAM SAHITHI
32	20TR1A0592	POODARI PRUDVI TEJA
33	20TR1A0593	POTHARAJU BHUVANESHWARI
34	20TR1A0594	PULKAM NAVEEN SAI
35	20TR1A0595	RACHAMALLA AMULYA
36	20TR1A0596	RAMAGALLA SARITHA
37	20TR1A0597	RAPARTHI SAHITHI
38	20TR1A0598	REPALA SREEJA
39	20TR1A0599	SABAHATH
40	20TR1A05A0	SAMUDRALA AJAY
41	20TR1A05A1	SHAIK SHAZMAN AHMED
42	20TR1A05A2	SILLA AKHIL



43	20TR1A0543	KATUKOJWALA MEGHANA
44	20TR1A0544	KHANIYA THAZEEN
45	20TR1A0545	KODIMYALA LALITHYA
46	20TR1A0546	KOKKULA SANJU
47	20TR1A0547	KOLIPAKA HARSHITHA
48	20TR1A0548	KOLLAPURI SUJATHA
49	20TR1A0549	KOMARAGIRI KIRAN HRITHIK KUMAR
50	20TR1A0550	KOMIRE SANJANA
51	20TR1A0551	KOMMIDI NARAYANA REDDY
52	20TR1A0552	KOPPERA KARTHIK
53	20TR1A0553	KOTHA SAI RAM PATEL
54	20TR1A0554	KOTHAKONDA HARSHAVARDHAN
55	20TR1A0555	KOTHURI AKHILKUMAR
56	20TR1A0556	KUDIDILA ASHRITHA
57	20TR1A0557	LALIT ADITYA RAMESH
58	20TR1A0558	MADARAPU AKHILA
59	20TR1A0559	MAHESHUNI LAYA
60	20TR1A0560	MANCHALA SHIVA
61	21TR5A0501	BHUTAGADDALA DIVYA SRI
62	21TR5A0502	BONALA AKHIL
63	21TR5A0503	ELIGETI SAI KRISHNA
64	21TR5A0504	GUNTUKA YASHWANTH
65	21TR5A0505	KONDI RAJKUMAR
66	21TR5A0506	MITTAPALLY SRIHARI

43	20TR1A05A3	SIRIPURAM ASHRITH
44	20TR1A05A4	SOTKU ABHISHEK
45	20TR1A05A5	SREEGADDE KRISHNA CHAITANYA
46	20TR1A05A6	SRIRAMOJU ASHRITHA
47	20TR1A05A7	SRIRAMOJU SANJAY
48	20TR1A05A8	SYED OUMAIZ
49	20TR1A05A9	TENKURALA VENU GOPAL
50	20TR1A05B0	THALLA SAILAYA
51	20TR1A05B1	THODETI AKANKSHA
52	20TR1A05B2	THUPAKULA SRIKANTH
53	20TR1A05B3	UPPARAPU SRINIVAS
54	20TR1A05B4	VADLAKONDA VAMSHI
55	20TR1A05B5	VANCHA ASHRITH REDDY
56	20TR1A05B6	VARUKOLU PAVAN SAI
57	20TR1A05B7	VARUKOLU SAIPRASAD
58	20TR1A05B8	VISHWANATHAM POOJITHA
59	20TR1A05B9	YERUVA VYSHNAVI
60	20TR1A05C0	ZEENATH FATHIMA
61	18TR1A0523	DABBU MADHUSUDHAN REDDY
62	21TR5A0507	MUKKERA SATHVIKA
63	21TR5A0508	ODELA JYOTHIKA
64	21TR5A0509	PADMARAP DEEPIKA
65	21TR5A0510	POLUKONDA TEJA SRI
66	21TR5A0511	SAI KIRAN KOTHURI
67	21TR5A0512	TELUKUNTLA SHIVA SAI

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## 13. Lecture Notes

  
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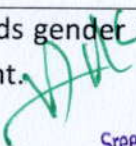


## 14. Question Bank

<b>Name of the Branch/Course</b>	<b>B.Tech/COMPUTER SCIENCE ENGINEERING</b>
<b>Subject</b>	<b>GENDER SENSITIZATION LAB</b>
<b>SubjectCode</b>	<b>MC409/*MC309</b>
<b>Year &amp;Sem</b>	<b>IIB.Tech ISem</b>

**10 Marks**

<b>Unit-1</b>	
<b>1</b>	What is the significance of understanding gender in contemporary society? Discuss with reference to the basic concepts and terminology.
<b>2</b>	Reflect on potential strategies for challenging and transforming gender norms and stereotypes within society
<b>3</b>	How do media and popular culture contribute to the reinforcement of traditional gender stereotypes? Provide examples to illustrate your points.
<b>4</b>	Evaluate the influence of cultural and historical factors on the construction of gender roles and identities
<b>5</b>	Discuss the intersectionality of gender and caste, focusing on the first lessons in caste experienced during socialization.
<b>6</b>	Examine the journey of growing up male in the context of gender socialization. How do societal expectations shape boys' development into men?
<b>7</b>	How do societal expectations and norms prepare individuals for womanhood? Analyze the experiences and challenges faced by girls during this process.
<b>8</b>	Discuss the role of socialization in shaping gender identities, with a focus on the making of women and men.
<b>9</b>	Explore the process of gender construction and its implications for individuals and society
<b>10</b>	How do attitudes towards gender impact societal norms and behaviors? Provide examples to support your argument.

  
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## Unit-2

1	Discuss the division and valuation of labor based on gender roles within society. How does this division impact individuals and communities?
2	Explore the concept of "invisible labor" in the context of housework. How does society perceive and value this type of labor, particularly in relation to gender?
3	Reflect on potential strategies for promoting gender equality and challenging traditional gender roles within the labor force. How can individuals, communities, and organizations work towards creating more equitable work environments?
4	Discuss the concept of gender mainstreaming and its importance in policy-making and development initiatives. How can gender mainstreaming contribute to more inclusive and effective strategies for addressing labor-related issues?
5	Analyze the intersection of gender and human rights within the labor sector. What are the key challenges and opportunities for ensuring gender equality and protection of rights in the workplace?
6	Explore the relationship between gender, governance, and sustainable development. How can gender-sensitive policies contribute to more equitable and sustainable societies?
7	Discuss gender development issues within the labor force, including barriers faced by women and marginalized genders. How do these issues impact individuals' access to opportunities and resources?
8	Examine the prevalence of unrecognized and unaccounted work, particularly in the context of gender. What are the consequences of overlooking this type of labor?
9	Analyze the cultural perception of housework through phrases like "My Mother doesn't Work" and campaigns like "Share the Load." What do these phrases reveal about societal attitudes towards gender and labor?
10	Evaluate the intersection of politics and economics in the realm of work, with a focus on gender dynamics. How do power structures influence the distribution of labor and its recognition?

## Unit-3

1	Discuss the concept of "Two or Many?" in the context of gender roles and relations. How do diverse gender identities challenge traditional binary conceptions?
2	Reflect on the potential for transformative change in gender roles and relations, considering both grassroots activism and institutional reforms.

  
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3	Analyze the impact of gender roles and relations on individuals' access to education, employment, and political participation. How do these dynamics contribute to broader patterns of gender inequality?
4	Discuss the role of cultural norms and societal expectations in perpetuating traditional gender roles and relations. How can these norms be challenged and reshaped to promote gender equality?
5	Investigate the phenomenon of "Missing Women" and its causes, including sex selection and its consequences. How does gender-based sex selection affect demographic trends and societal stability?
6	Explore the concept of the gender spectrum and its implications for understanding gender beyond the binary. How does recognizing a spectrum of gender identities contribute to more inclusive and equitable societies?
7	Explore the various types of gender roles present in society, including traditional, modern, and evolving roles. How do these roles influence individuals' behavior and expectations?
8	Utilizing a Gender Roles and Relationships Matrix, examine the intersections of different gender roles and their impact on interpersonal dynamics and societal structures
9	Analyze the struggles faced by individuals experiencing discrimination based on gender. What are the social, economic, and psychological impacts of such discrimination?
10	Analyze the continuous beam shown in figure below by moment distribution method. Draw shear force and bending moment diagram

#### Unit-5

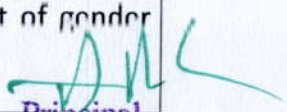
1	Define the concept of violence and explore its manifestations, particularly in the context of gender-based violence.
2	Explore the importance of collective action and community support in rebuilding lives affected by gender-based violence. How can grassroots movements and advocacy initiatives contribute to systemic change?
3	Reflect on personal narratives of survival and resilience in the face of sexual violence, such as "I Fought for my Life." What lessons can be drawn from these narratives for preventing and responding to sexual violence?
4	Analyze the role of victim-blaming in perpetuating attitudes towards sexual violence. How can society shift towards a survivor-centered approach in addressing sexual violence?
5	Discuss the notion of home as a safe place in the context of domestic violence. What factors contribute to the perpetuation of violence within intimate relationships?
6	Evaluate the portrayal of domestic violence in the film "When Women Unite." How does the film contribute to raising awareness and empowering survivors?
7	Discuss the various types of gender-based violence, including physical, sexual, emotional, and economic violence. How do these forms intersect and perpetuate gender inequality?



8	Examine the challenges of coping with everyday harassment, particularly for marginalized individuals and communities. What support systems and resources are needed to combat this issue effectively?
9	Analyze gender-based violence from a human rights perspective. How does recognizing violence as a violation of human rights shape responses and interventions?
10	Explore the prevalence and impact of sexual harassment, distinguishing it from eve-teasing. How can individuals and institutions address and prevent sexual harassment?

**02 Marks**

<b>Unit-1</b>	
1	What is the central question posed by the concept of "Two or Many?" in gender roles and relations?
2	Briefly discuss the consequences of perpetuating traditional gender roles on individuals and communities.
3	What are some examples of types of gender roles present in society?
4	Explain the concept of declining sex ratio and its implications for population demographics.
5	How do gender roles and relations influence societal dynamics and interpersonal interactions?
6	Describe the gender spectrum and its significance in understanding gender beyond the binary.
7	What are the demographic consequences of sex selection and a declining sex ratio?
8	Define the term "Missing Women" and briefly explain its significance
9	What are the key components of the Gender Roles and Relationships Matrix?
10	Briefly describe the struggles individuals face in combating discrimination based on gender.
<b>Unit- 2</b>	
1	What is the fundamental concept of violence, particularly in the context of gender based violence?
2	What are the implications of victim-blaming in the context of sexual violence, as discussed in "I Fought for my Life"?

  
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3	Briefly describe the film "When Women Unite" and its relevance to gender-based violence.
4	Discuss the portrayal of home as a safe place in the context of domestic violence.
5	In the context of domestic violence, what is the significance of speaking out?
6	Provide a brief overview of the content of the further reading material "Chupulu".
7	What are some strategies for coping with everyday harassment?
8	What is the importance of saying no to sexual harassment, and how does it differ from eve-teasing?
9	How does viewing gender-based violence through a human rights perspective influence responses and interventions?
10	Name two types of gender-based violence and briefly describe each

### Unit- 3

1	What is the fundamental concept of violence, as discussed in the context of gender-based violence?
2	What is the importance of addressing victim-blaming in discussions about sexual violence, as highlighted in "I Fought for my Life"?
3	Briefly describe the content of the film "When Women Unite" and its relevance to gender-based violence.
4	How is the portrayal of home challenged in the context of domestic violence?
5	What is the title of the further reading material mentioned, and what is its relevance?
6	What are some strategies for coping with everyday harassment?
7	Why is it important to differentiate sexual harassment from eve-teasing?
8	How does a human rights perspective shape the understanding of gender-based violence?
9	Name two types of gender-based violence briefly.
10	How is the portrayal of home challenged in the context of domestic violence

### Unit- 4

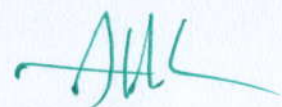
1	What are the key aspects of the division and valuation of labor, particularly concerning gender?
2	Describe the concept of invisible labor in the context of housework.
3	How do phrases like "My Mother doesn't Work" and campaigns like <i>Share the Load</i> reflect societal attitudes towards gender and labor?



4	Briefly discuss the intersection of politics, economics, and work in the context of gender
5	How does the perception of gender roles influence mainstream conceptions of labor and work?
6	Describe the concept of gender mainstreaming and its significance in addressing gender disparities in various sectors
7	How do human rights considerations intersect with gender issues in the realm of labor?
8	Explain the connection between gender, governance, and sustainable development.
9	What are some gender development issues that arise in the context of labor?
10	What is meant by "unrecognized and unaccounted work," and how does it relate to gender?

### Unit- 5

1	Briefly discuss the intersection of politics, economics, and work in the context of gender
2	How does the perception of gender roles influence mainstream conceptions of labor and work?
3	Describe the concept of gender mainstreaming and its significance in addressing gender disparities in various sectors
4	How do human rights considerations intersect with gender issues in the realm of labor?
5	Briefly describe the content of the film "When Women Unite" and its relevance to gender-based violence.
6	How is the portrayal of home challenged in the context of domestic violence?
7	What is the title of the further reading material mentioned, and what is its relevance?
8	What are some strategies for coping with everyday harassment?
9	Why is it important to differentiate sexual harassment from eve-teasing?
10	How does a human rights perspective shape the understanding of gender-based violence?



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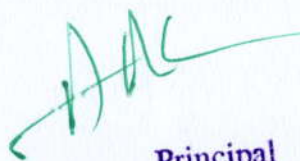
## 15. Assignment Questions

### Assignment-I

Course Code & Name: GENDER SENSITIZATION LAB:\*MC309/\* MC409

Year/Semester/Branch: II/I/CSE

S.No	QUESTION	CO	BTL	UQ/QB
1	What is the significance of understanding gender in contemporary society? Discuss with reference to the basic concepts and terminology.	1	3	UQ
2	Reflect on potential strategies for challenging and transforming gender norms and stereotypes within society.	1	3	QB
3	How do media and popular culture contribute to the reinforcement of traditional gender stereotypes? Provide examples to illustrate your points.	1	3	QB
4	Discuss the division and valuation of labor based on gender roles within society. How does this division impact individuals and communities?	1	3	UQ
5	Explore the concept of "invisible labor" in the context of housework. How does society perceive and value this type of labor, particularly in relation to gender?	1	3	UQ

  
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## Assignment-II

Course Code & Name: GENDER SENSITIZATION LAB: \*MC309/\* MC409

Year/Semester/Branch: II/I/CSE

S.No	QUESTION	CO	BTL	UQ/QB
1	Discuss the concept of "Two or Many?" in the context of gender roles and relations. How do diverse gender identities challenge traditional binary conceptions?	2	3	UQ
2	Reflect on the potential for transformative change in gender roles and relations, considering both grassroots activism and institutional reforms.	2	3	UQ
3	Define the concept of violence and explore its manifestations, particularly in the context of gender-based violence	2	3	UQ
4	Explore the importance of collective action and community support in rebuilding lives affected by gender-based violence. How can grassroots movements and advocacy initiatives contribute to systemic change?	3	3	UQ
5	Reflect on personal narratives of survival and resilience in the face of sexual violence, such as "I Fought for my Life." What lessons can be drawn from these narratives for preventing and responding to sexual violence?	3	3	UQ



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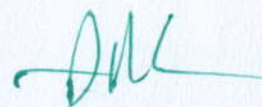


### Assignment-III

Course Code & Name: GENDER SENSITIZATION LAB: \*MC309/\* MC409

Year/Semester/Branch: II/I/CSE

S.No	QUESTION	CO	BTL	UQ/QB
1	What is the central question posed by the concept of "Two or Many?" in gender roles and relations?	3	3	UQ
2	Briefly discuss the consequences of perpetuating traditional gender roles on individuals and communities.	4	3	UQ
3	What are some examples of types of gender roles present in society?	4	3	UQ
4	Explain the concept of declining sex ratio and its implications for population demographics.	4	3	UQ
5	How do gender roles and relations influence societal dynamics and interpersonal interactions?	4	3	UQ



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## Assignment-IV

Course Code & Name: GENDER SENSITIZATION LAB: \*MC309/\* MC409

Year/Semester/Branch: II/I/CSE

S.No	QUESTION	CO	BTL	UQ/QB
1	What is the fundamental concept of violence, particularly in the context of gender-based violence?	5	3	UQ
2	What are the implications of victim-blaming in the context of sexual violence, as discussed in "I Fought for my Life"?	5	3	QB
3	Briefly describe the film "When Women Unite" and its relevance to gender-based violence.	5	3	QB
4	Discuss the portrayal of home as a safe place in the context of domestic violence.	5	3	UQ
5	What is the fundamental concept of violence, particularly in the context of gender-based violence?	5	3	UQ



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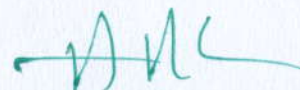


## Assignment-V

Course Code & Name: GENDER SENSITIZATION LAB: \*MC309/\* MC409

Year/Semester/Branch: II/I/CSE

S.No	QUESTION	CO	BTL	UQ/QB
1	Explain the concept of declining sex ratio and its implications for population demographics.	4	3	UQ
2	How do gender roles and relations influence societal dynamics and interpersonal interactions?	4	3	UQ
3	Reflect on the potential for transformative change in gender roles and relations, considering both grassroots activism and institutional reforms.	6	3	UQ
4	Define the concept of violence and explore its manifestations, particularly in the context of gender-based violence.	6	3	UQ
5	Explore the importance of collective action and community support in rebuilding lives affected by gender-based violence. How can grassroots movements and advocacy initiatives contribute to systemic change?	6	3	UQ



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# GENDER SENSITIZATION LAB (MC409)

(An Activity-based Course)

## Syllabus (R18)

### UNIT-I

Understanding Gender

### UNIT-II

Gender Roles and Relations

### UNIT-III

Gender and Labour

### UNIT-IV

Gender-Based Violence

### UNIT-V

Gender and Culture



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## Gender Sensitization

### Objectives of the Course:

1. To develop students sensibility with regard to issues of gender in contemporary India.
2. To provide a critical perspective on the socialization of men and women.
3. To introduce students to information about some key biological aspects of genders.
4. To expose the students to debates on the politics and economics of work.
5. To help students reflect critically on gender violence.
6. To expose students to more egalitarian interactions between men and women.

  
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# UNIT - I

## UNDERSTANDING GENDER

### Importance of Gender Sensitivity

In every Wo(man) there is a man. As our eyes are the light of our body, the women are the light of the society. There is no creation of man without a woman. Women should be treated with respect in all humility bestowing on them, equality and dignity as mothers and sisters. Both men and women are two sides of a coin of the society.

In our democratic country, every woman has equal rights in terms of education, employment, social, economic and political leaderships.

#### Gender Sensitivity

Gender sensitivity is a very sensitive issue and it prevails in many countries including India. Despite all progress in art, literature, governance and science & technology, we have not been able to remove the gender discrimination. Men still dominate over women. Gender inequality fuels violence against women and results in power imbalances.

According to latest statistics, Afghanistan, Congo, India, Pakistan & Somalia are the five countries that are dangerous for women in the issues of health, discrimination, cultural, sexual violence and trafficking.

Gender sensitizing "is about changing behavior and instilling empathy into the views that we hold about our own and the other genders."<sup>[1]</sup> It helps people in "examining their personal attitudes and beliefs and questioning the 'realities' they thought they know."

Gender Sensitization is one basic requirement for the normal development of an individual. Without being sensitive to the needs of a particular gender, an individual may refrain from understanding the opposite gender and in some acute cases even him or herself. The need for this sensitivity has been felt and realized through times immemorial and in almost all kinds of human existence, across the world.

There should be true maintenance of good governance and law and order in our country for safety of women. The youth should focus for an India of free from poverty, unemployment, inequality, exploitation and discrimination.

Let us respect women and give them safety and security. **Principal** Wild India.





meaning of "Gender Sensitization" is about changing behavior and instilling empathy into the views that we hold about our own and the other sex. Observe our society did our great grandparents, grandparents ever dream of inter caste marriage and inter religion marriage? The answer is "NO". But now a day it is quite common to come to this mind set accepting such type of marriages the society has faced number of ups and downs. Similarly to bring this generation to believe in gender equality and moral traditions is a herculean job.

. We conduct debates discussions giving topics to boys against dowry , Education for girls so that they come to know more about the suffering of the girls any area we take up we see that both have the equal share which gives them a feeling that they are equal whether be it game and sports, cultural activities or academics. A boy should not feel that he has the upper hand in anything and feel that girls are equal competent to him we conduct self defense class for girls .

Through counseling classes we focus on respecting women "Where women are respected there Gods are pleased" is inculcated in the minds of young male child. No person is blind to aesthetic sensibility "A thing of beauty is a joy forever" Every male has a right to enjoy the beautiful creation of God but he has no right to destroy it or spoil it.

. Better knowledge and understanding of gender issues at all levels of society, including communication activities, role plays, dramas, documentaries, various other audio visual aids will raise awareness among both stakeholders and the general public.

. Both the genders need to take stand at their own level, to support and promote the upliftment and wellness of their own and the opposite gender, so as to overcome any sort of differentiation or harassment.

Surely both the Genders are a Creation of Nature and equally essential for the Sustainable Development of any Society. Any sort of gap or inequality w.r.t. the survival rate, individual count, literacy, health, safety, respect and freedom will damage the sanctity and the authentication of human existence.

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# ✓ Gender

What is gender and why should we study it? Simply defined, gender is the physical and/or social condition of being male or female. The interesting thing is that different societies and different cultures have different ideas of what it means to be man or woman, masculine or feminine. What is more, even within the same society, these ideas change over time. Your idea of femininity or masculinity may be different from that of your parents.

Why should we study gender? The most important reason may be that the experience of gender is emotionally charged for everyone, and especially so for young adults. Being a woman or being a man is a source of different kinds of pleasure and many positive emotions. But the experience can also be painful, confusing and a source of many anxieties. We all know that relationships between men and women are also shadowed by violence, both physical and psychological.

## Milestones in the history of gender equality ✓

It should give you some pleasure to note that in India we have had an important history of government initiatives and laws directed at creating gender equality. Although it is true that laws are not the whole story, laws are very important. It is also important to know what kinds of behavior are regarded as criminal and can invite legal punishment. What follows is a very brief account of the most important milestones in gender equality.

Independent India was among the very first countries in the world to have universal suffrage. Women got the right to vote in 1935, at the same time as men. In many countries, including some European countries, this happened much later. Article 14 of the Indian Constitution guarantees the equality of all citizens.

Given this history, the 1975 Status of Women Report came as a shock. This is because it demonstrated that the condition of the vast majority of women had deteriorated since independence. What is more, the pace at which the deterioration was taking place had accelerated over the years. There was a declining sex ratio. Women were excluded from new jobs that had been created with industry and modernization. The number of women in all elected bodies was declining. Rural girls did not go to school, or, if they did, they dropped out rapidly.

For scholars and administrators the questions were: How did this happen? Also, how did their belief in constitutional guarantees and modernization turn out to be so deceptive? How did the education they had received make the marginalization of women invisible?

The report came out at a time when other questions were also being raised—about violence in the family (beginning with dowry deaths); sexual violence and custodial rape by the police and in hostels; about wages and property rights. Women's groups all over the country took up these issues. One of the very first groups of this kind was the Progressive Organization of Women, formed by Osmania University Women Students in Hyderabad in 1973; also in Hyderabad, was the autonomous women's organization, Stree Shakti Sanghatana, formed in 1978. Academics began to ask why the humanities and social sciences had remained blind to these issues.

Another shocking fact was that many laws were so formulated that it was very difficult for women to get justice. Patriarchal attitudes were present in the law and in the functioning of courts. There was a call for law reform and for the passing of new laws. In the Sections on "Domestic Violence":



Speaking Out," "Sexual Harassment: Say No!" and "Thinking about Sexual Violence," you will get a sense of the special laws that have been introduced to support women in fighting against violence. These special laws are framed keeping in mind the unique form of violence experienced by women—a violence which is often invisible and taken as natural. Not only new laws but also changes in the infrastructure such as women's police stations and courts have been introduced to enable women to make complaints.

The 73rd amendment to the Indian Constitution, passed in 2009, provides for the reservation for women of one-third of the seats in village panchayats. This major legislation was aimed at correcting the imbalance between men and women in political representation and ensuring more attention to issues that concern women.

At the same time we need to remember that gender issues extend beyond law and government policy. The sphere of everyday life calls for serious attention.

### PREPARING FOR WOMANHOOD ✓

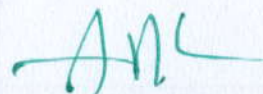
"Girl," written by the well-known Caribbean writer Jamaica Kincaid, was first published in *The New Yorker* in 1978. This story reads like a waterfall of instructions by a mother to her daughter, a young girl who probably is around 12-13 years old. You will notice that there are no full stops in the piece, only semi-colons! The girl receives instructions about housework—from washing clothes to cleaning the house, from cooking to sewing and mending! There are also instructions on how to walk, how to eat, who to talk to and who not to. You may have heard such instruction in your house too. What is most interesting is that the mother not only wants to teach the girl housework but is also anxious to teach her something else. She wants to teach her to be a good girl, or, to put it more accurately, she wants to train her to be a girl that everyone in society will recognize as a good and respectable girl!

### Counter-socialization ✓

This kind of discussion leads one to wonder whether socialization is a closed process. Such a thought finds fertile ground in the commonly held view that the school and community should be complementary to each other in socializing the young. If one accepts this principle of complementariness, then there is no hope for changing the prevailing code of sex-typing through education, which means that there is no hope that education can intervene in the cultural reproduction of entrenched sex roles. Yet,

educationists never tire of telling the world that education is an agency of change. How does one get out of this contradiction? I think the way out is to propose counter-socialization as the school's domain. That is, we need not see the school as an institution working in harmony with the community or the larger society in the matter of sex-role socialization. On the contrary, we need to perceive the school in conflict with the community's code of socialization.

This line of thought would lead us to reflect on the ways and means by which the school can act as a counter-socializer in sex role learning. If the community believes in segregating the sexes during adolescence, the school must set an alternative example by mixing the sexes. Similarly, while the larger social ethos offers stereotyped models of men's and women's roles, the school must insist that the adults working in it will not act in stereotyped and stereotyping ways. In the world outside the school, knowledge about sex is taboo; in the school, such knowledge must be accessible.



Principal

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✓ Socialisation is a processes with the help of which a living organism is changed into a social being. It is a process through which the younger generation learns the adult role which it has to play subsequently. It is a continuous process in the life of an individual and it continues from generation to generation.

✓ Meaning of Socialisation:

The newborn is merely an organism. Socialisation makes him responsive to the society. He is socially active. The process indeed, is endless. The cultural pattern of his group, in the process gets incorporated in the personality of a child. It prepares him to fit in the group and to perform the social roles. It sets the infant on the line of social order and enables an adult to fit into the new group. It enables the man to adjust himself to the new social order.

Socialisation stands for the development of the human brain, body, attitude, behaviour and so forth. Socialisation is known as the process of inducting the individual into the social world. The term socialisation refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born.

From the point of view of society, socialisation is the way through which society transmits its culture from generation to generation and maintains itself. From the point of view of the individual, socialisation is the process by which the individual learns social behaviour, develops his 'self'.

(7)



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UNIT - II  
GENDER ROLES AND RELATIONS

# Missing Women

## SEX SELECTION AND ITS CONSEQUENCES

### DECLINING SEX RATIO ✓

Many of you must have seen advertisements like the one below and also heard slogans issued by the government like "Save the Girl Child" or "Beti Bachao, Beti Padhao" on the radio, on TV and in newspapers. Have you wondered why these slogans and advertisements are necessary? Why save the girl child? What is the danger that she is facing? And, by the way, what is sex selection and sex ratio? This Unit tries to answer some of these questions.

### What is sex ratio? ✓

Sex ratio is a measure that compares the number of women and men in a particular population group—such as children below 10 years of age (called **Child Sex Ratio - CSR**) or adults above 18 years (**Overall Sex Ratio - OSR**). In other parts of the world sex ratio is measured by counting the number of

boys/men per 100 girls/women. In India, however, we measure the number of women/girls per 1000 men/boys. Now the danger faced by girl children in India is that their number is decreasing at an alarming rate. This has resulted in a **gender imbalance**. In India, child sex ratio—the number of girls who survive—has declined from 983 per 1000 boys in 1951 to 918 per 1000 boys in 2011. This means that in 2011 the situation seems to have worsened and there were **37.3 million more men than women in the country**.

### More reasons for "missing" women ✓

Even when a girl child is born unharmed, researchers have noted that a **general neglect of the health care and nutritional needs of girl children has meant that female mortality rates are higher in India**. In other words, girls are more likely to die in the early years than boys in India. In 1990, eminent economist, Amartya Sen, argued that a 10 crore women are "missing" in the regions of South Asia, West Asia and North Africa: "These numbers tell us, quietly, a terrible story of inequality and neglect leading to the excess mortality of women." He concluded that if women have equal access to health, medicine and nutrition and also to gainful employment outside the house, their chances of survival and well-being improve vastly.

  
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# Stop Sex Selection, Save the Girl Child ✓

Pre-conception, Sex Selection and Pre-natal Sex Determination is a Criminal Offence

## PC&PNDT Act 1994: Salient Features

- PROHIBITS sex selection before and after conception
- PROHIBITS misuse of pre-conception and prenatal diagnostic techniques for determination of sex of the foetus
- PROHIBITS advertisements of such techniques for detection or determination of sex of the foetus, even through internet
- REGISTRATION COMPULSORY for facilities providing pre-conception and prenatal diagnostics capable of determining the sex of the foetus
- MAINTENANCE and PRESERVATION OF RECORDS COMPULSORY in the prescribed formats including Form F\*

### Penalties under the PG&PNDT Act 1994

#### For Doctors/Owners of Clinics

- Upto three years of imprisonment with fine upto Rs.10,000 for the first offence
- Upto five years of imprisonment with fine upto Rs.50,000 for subsequent offence
- Suspension of medical registration of doctors if charges are framed
- Cancellation of medical registration of doctor for five years by the State Medical Council in case of first offence and permanent cancellation in case of subsequent offence

#### For Husband/Family Members or Any other person abetting sex selection

- Upto three years of imprisonment with fine upto Rs.50,000 for the first offence
- Upto five years of imprisonment upto Rs.1,00,000 for subsequent offence

#### For Non registration of any organization using Ultra sound machine, scanner or any other equipment capable of determining sex of the foetus:

- Confiscation of equipment/machines/and further action as per the provision of Section 23
- For any advertisement regarding sex selection:
  - Upto three years of imprisonment and upto Rs.10,000 in fine

Appropriate authorities empowered with the powers for search and seizure for non-compliance of the Act

Every offence under the PC&PNDT Act is cognizable, non-bailable and non-compoundable.

### Who all are liable?

- Unit in charge/owner of diagnostic facility
- Doctor/persons who perform the test
- Mediator abetting pregnant woman's access
- Husband/relatives of the pregnant woman
- Persons advertising sex selection in any form

The pregnant woman herself is considered innocent under the Act unless proved otherwise.

  
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## Why are sons preferred over daughters? ✓

Many researchers agree that the following factors play a role in determining the sex ratio in India.

- **One**, traditionally, dowry has had a significant role to play in families and communities deciding they did not want daughters. Female infanticide, earlier largely found in upper-caste communities, is now spreading to all communities along with the practice of dowry.

- **Two**, the government's policy of the **two-child norm** has pushed many to plan their families with "at least one son and at the most only one daughter." The pattern of **sons inheriting the property, managing land, property and businesses makes daughters less desirable**. Added to this, the costs of educating the daughter and marrying her into a good family are making families decide not to have daughters.

- **Three**, the availability and spread of modern ultrasound technology to detect the sex of the baby since the 1980s, has made it easier for people to take this decision.

## What's wrong with having more men: Social consequences of a skewed sex ratio ✓

This still leaves us with the question: what is wrong with having more men? Many social science researchers have tried to address the questions: What are the social consequences of the skewed sex ratios? Why should we be worried that there are close to 4 crore more men than women in India?

6

- One of the adverse results is what sociologists and demographers have called the "**marriage squeeze**." In states like Rajasthan and Haryana, sex imbalance has led to a **shortage of brides and therefore, a severe marriage crisis**. The surplus males left unmarried are more likely to be poor, uneducated, unemployed, of a low

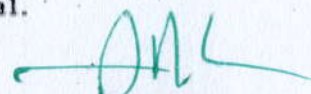
status or disadvantaged in some other way.

- Some of us might wonder, "if women are less in number, won't they be valued more?" But unfortunately that is not the case. The second problem that has been identified is an **increase in crime and violence** in society with growing numbers of men. Honour killings by bodies like caste panchayats are also a result of the skewed sex ratio. There is a shortage of local women and a heightened competition for them. Inter-caste marriages or inter-religious marriages are therefore not tolerated at all.

- Other scholars have argued that the shortage of women may actually **reinforce traditional female roles like reproduction, domestic work, and care work**.

- With increased violence against women, parents may **withdraw female children from education and get them married early**.

Hence, not only should we protect the fundamental right of every girl child to be born and lead a healthy, happy and fulfilling life, we should recognize that a more balanced sex ratio is a primary requirement for the well-being of both men and women and society in general.

  
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# Gender Spectrum ✓

## BEYOND THE BINARY

### TWO OR MANY?

What we learn from most science textbooks is that biological factors such as chromosomes, genes, gonads and hormones decide whether a person is male or female. Less emphasis is given to factors such as social roles, behaviours and identities most of us adopt to conform to the masculine-feminine norms in a given society at any given time. This Unit provides some information about the extent of variation that exists at both biological and societal levels. It highlights the fact that the strict male-female dichotomy is grossly inadequate to characterize all human beings. Instead, we need to engage with the idea of a "gender spectrum."

Most of us would have learnt that if the fertilizing sperm contains an X-chromosome, the egg will develop into a female. If it contains a Y-chromosome, it will develop into a male. But it is not that simple. Even six weeks after conception, the gonads [tissue that could become testicles or ovaries] of both sexes appear identical. The whole process of sex differentiation is not complete even at birth.

Gender is a dynamic concept. In fact, it is an inter-relationship among an individual's

- (1) biology,
- (2) internal sense of self, as male, female, both or neither (gender identity),

(3) outward appearance and behaviour (gender expression), and,

(4) the gender roles assigned to males and females in a given society.

So we can see that, as a concept, gender is extremely complex. But, generally, we do not investigate this complexity scientifically and rationally. We simply take it for granted, especially since we are bombarded by messages about gender in our everyday world. For instance, such messages about gender can be found in the toys boys and girls are encouraged to play with, the clothes they are expected to wear, the kind of domestic chores they are asked to participate in, the professions they are expected to pursue, the games they are permitted to play, in the language used to refer to males and females and so on.

Most of the time, a person's biological sex and gender complement each other. (The term cis-gender is used to denote people designated at birth as females who are also generally comfortable with societal notions of femininity and vice versa for males.). However, every society has a percentage of intersex persons who are born with ambiguous biological characteristics. There are others who feel uncomfortable with the biological sex assigned at birth (male or female) and the gender associated with it. They therefore choose to change their gender (transgender persons) either through medical intervention or by presenting themselves, through their clothes and behaviour, as the gender they desire to be.



## Gender discrimination: The case of sports ✓

Maleness and femaleness are not only culturally different; they are also not even biologically stable features. But this fact was poorly understood until recently, and, as a result, athletes regularly faced discrimination and injustice of different kinds. However, gender verification tests were suspended in the Olympic Games in 2000. This was done after enough evidence had emerged that what was called "atypical chromosomal variations" are not atypical at all. This is true of certain hormone levels as well. On the contrary, such variations are so common that it is impossible to judge whether a person is male or female on the basis of gender tests alone.

Despite this, the Sports Authority of India, following the guidelines of the International Olympic Committee, continues to have a policy that says female athletes with high levels of natural testosterone ("female hyper-androgenism") possess an unfair

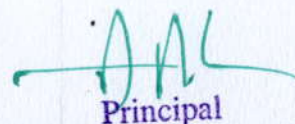
advantage over other female competitors in view of their enhanced masculine endowments (for example, stronger muscle power due to higher doses of male hormone in their bodies). This "benefit," they say, must be regulated with medical intervention if the athlete wants to continue competing in female sports events. Many sports-women have suffered indignities due to such policies (read the story of Pinki Pramanik and of Santhi Soundarajan on the next page) and faced humiliation. Sports authorities continue to work with the assumption that there are only two sexes: males and females. Thus the Olympic Committee retained a policy of "suspicion-based testing" on a case-by-case basis as did other sports bodies. This policy at different times resulted in two other women athletes being disqualified after winning medals: the South African Caster Semenya (see Course website for details of this athlete) and the Indian track athlete, Santhi Soundarajan - because

But such unfair norms are now being challenged. Dutee Chand, the 19-year-old sprinter became the first to do so by refusing to abide by the verdict of the Sports Authority of India. It had conducted hyper-androgenism tests on her in July 2014. When the results came in, she was told that if she wanted to compete again, she would need to reduce her testosterone levels either through surgery or with drug therapy. Chand rejected both options. Instead, she decided to challenge the

guidelines at the Court of Arbitration for Sport (CAS), in Lausanne, Switzerland. And in July 2015, the Court suspended the governing International Association of Athletics Federations' (IAAF) regulations regarding hyper-androgenism, stating there was not sufficient scientific evidence. Noting that "sex in humans is not neatly binary," the Court asked the IAAF to submit more persuasive scientific evidence within a two-year period or else the Regulations will be

declared void. More importantly, the IAAF has been asked to create a procedure where athletes are allowed to compete in one of the female or male categories and not excluded as a "consequence of the natural and unaltered state of their body." Even though Chand had to miss the Commonwealth and the Asian Games, she is now preparing for the Olympics to be held in 2016 in Brazil!

Both men and women should feel free to be strong. It is time that we all see gender as a spectrum instead of two sets of opposing ideals. We should stop defining each other by what we are not and start defining ourselves by who we are.

  
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## Transgender ✓

A transgender person is someone for whom the sex assigned at birth is different from what they know and feel they are. For most such people, life can be painful and difficult. For those who have the support of their families and the understanding of friends' things may be somewhat better. Some transgender people go in for medical intervention (surgery, hormone therapy) to align the internal sense of their gender with their physical appearance / outward presentation (the change could be either MtF, meaning male to female or FtM for female to male). Many people do not pursue medical intervention to undergo transition because of the costs and the risks involved.

Transition is the technical term used for the process that some transgender people undergo when they decide to live as the gender with which they identify. The reality of many transgender people is that they are subjected to discrimination and harassment. They are denied access to housing; it is difficult for them to find employment even if they have the necessary qualifications. We should be aware of the need for legal protection for people whose cultural/emotional

experiences do not match the physical/biological sex they are assigned at birth.

According to one estimate, India has about twenty lakh transgender people. A common term used to describe transgender people, transsexuals, cross-dressers, eunuchs and transvestites is hijra. Most of them face discrimination, live in dire poverty on the fringes of society. Many earn a living as singers and dancers. Many are forced into sex work.

We would like to end this lesson by mentioning some positive developments in our country. In 2009, India's election authorities allowed transgender people to choose their gender as "other" on ballot forms. In May 2014, the Supreme Court of India declared the transgender community as a third gender and ordered the government to provide transgender people with reservations in jobs and education in line with other minorities. "It is the right of every human being to choose their gender," the Court and the National Legal Services Authority (NALSA) said in granting rights to those who identify themselves as neither male nor female. All the details of this judgment are available on the internet at <http://www.lawyerscollective.org/wp-content/uploads/2014/04/Transgender-judgment.pdf>.

→ There have been physical attacks and brutalities on over 60 transgender people in Hyderabad alone in the last year. Hijra and transgender people are fighting for their lives on the streets, because of facing discrimination and exclusion from all jobs, education, housing and all welfare measures.

From Telangana Hijra Intersex Transgender Samiti

For more information on transgender issues globally, you may consult <http://www.tgforum.com> or <http://www.qrd.org/trans>.



successful transgender woman from West Bengal.

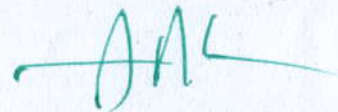
**Manabi Bandyopadhyay - The First Transgender College Principal** ✓

In May 2015, Manabi Bandyopadhyay became the first transgender college principal in India. Coming from a lower-middle class family—her father was a factory worker, while her mother is a homemaker—she went to school on the outskirts of Kolkata and later to a well-known city college to study Bengali.

In 2003, she says, she decided to go in for hormone replacement surgery to change her sex from male to female. At work, she completed a dissertation on the role of transgenders in West Bengal, where their population exceeds 30,000.

Manabi says her troubles began when she changed her gender and her name in 2006. Authorities refused to recognise the change, and she was denied pay rises at the college where she taught "because they could not come to terms with my altered gender. There were taunts at work about my sex change. At home, my parents and siblings were worried sick whether my body would be able to cope with the changes. It took five years for the government and society to recognise my status and give me my identity." Ms. Bandyopadhyay says, "I have always been popular with my students, but my colleagues and peers were not so favourably disposed towards me after I changed my gender."

She has recently been appointed as the Vice-Chairperson of the West Bengal State Transgender Development Board. This is a government body. "Now I will have some authority to help members of my community when they reach me in distress. Even today parents think that this is a mental health issue. A few days back, a boy from Burdwan committed suicide when he couldn't stand the pressure from his parents, who wanted him to take psychiatric help because he was a transgender," she said. As a child, Bandopadhyay was a victim of repeated rape. "I know of so many transgender people who have faced similar abuse. They have nowhere to go. I hope this Board will give them a space where they can report their mental and physical abuse," she says.



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UNIT-III  
GENDER AND LABOUR

# Housework ✓

## THE INVISIBLE LABOUR

We are used to seeing women work around the house from early in the morning to late at night. They fetch and store water, clean the house and the surroundings, cook, wash everyone's clothes, take care of the children and the elderly, and attend to those who may be sick. All this back-breaking work is pulled together in what is called "housework."

Women seem "naturally" suited to housework. Others may "help" them, but housework is actually their responsibility. In our society, womanhood is defined through these activities. It is common to speak of women who are not good at these activities as un-womanly.

In fact we are shocked if all this is described as "work" because it is generally considered as an expression of women's love for the family. They are not expected to want appreciation, remuneration or even anything else in return. The more selfless and service-oriented a woman is, the better she is considered. So, even when women work outside the home and earn money for the family, they are expected to cook, take care of everyone, and also work around the house.

We all know that there are no such similar expectations of men. Girls in a family are required to help with housework, but not the boys. Men are

expected to earn for the family, but not to share the work around the house or to look after the people in the house. Of course some men and some boys do help in the house and do cook. Their numbers may be growing, but even today, that is not generally true. The message that men get from society is that they should not do housework. Men who help in the house may even be laughed at.

### → Did you know?

In every country across the world, men spend less time on household work than women. If we compare different countries, in some (such as Norway and Finland) they spend more time compared to others (for example, Mexico, Turkey, India). But in India they spend the least amount of time on housework.

According to a survey done by the United Nations, Indian women spend five and a half hours each day on housework whereas men spend half an hour to forty five minutes!

### → Do you know the cost of the economy of care?

If the 35 crore Indian women were paid for all the work that they do in and around the household in India, it would amount to 29 trillion Indian rupees.

This is 61% of India's Gross Domestic Product!

  
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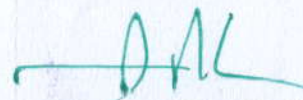
## Share the load ✓

As you have seen in the earlier lesson as well as in the section above, there is an enormous amount of work that a wife and a mother do which most people generally do not consider as "work." Read, for instance, the lists of household work in the boxes that follow. Not all kinds of work may be relevant in our different contexts, but we do get a sense of the sheer volume of work that needs to get done to keep a house running smoothly. You may also have seen some recent advertisements that try to raise this issue in a thoughtful manner. Take a look, for example, at the series of advertisements for household products that Havells brought out on housework in 2014, titled "Respect for Women," on our website, or on <www.youtube.com> on your own. Similarly, see an advertisement for a washing powder titled "Is laundry only a woman's job? Share the Load." More importantly, we can see that housework, by nature, is not necessarily suited to women alone. Actually, we can see clearly that housework can be easily and equally well-handled by men, whether married or not. In fact, the Havells series of advertisements are telling us that marriage is not simply about living together but about friendship, companionship, and jointly sharing everything, including housework—we need to move ahead of earlier models of marriage where only women served their husbands and families.

↑ You may become the first Indian woman CEO of Pepsico. Even then your priority should be to buy milk for the household!

This is about 14 years ago...And I got a call about 9.30 in the night from the existing chairman and CEO at that time. He said, Indra, we're going to announce you as president and put you on the board of directors...I got home at about 10, got into the garage, and my mother was waiting at the top of the stairs. And I said, "Mom, I've got great news for you." She said, "Let the news wait. Can you go out and get some milk?" So like a dutiful daughter, I went out and got the milk and came back...I banged it on the counter and I said, "I had great news for you. I've just been told that I'm going to be President on the Board of Directors. And all that you want me to do is to go out and get the milk, what kind of a mom are you?" And she said to me, "Let me explain something to you. You might be president of PepsiCo. You might be on the board of directors. But when you enter this house, you're a wife, you're a daughter, you're a daughter-in-law, you're a mother."

(Indra Nooyi, Chairman of Pepsico, 1st July 2014.)

  
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# Women's Work ✓

## ITS POLITICS AND ECONOMICS

### FACT AND FICTION

In the world today, security and social respect are closely related to jobs and income. Most of us enter college hoping to get a good job when we pass out with a degree. But women and men get very different messages about work. Society tells a man that he must work, earn and support his family. (This is a big pressure on a boy.) It is generally felt that women may consider taking up a job, but only if they can make sure that the household work does not suffer. Economic security and social respect do not seem relevant for women. The general impression is that women's work is not serious work. Also, that their income is "supplementary" to the main income of the family.

But do you think such perceptions are actually true? Do women not work? Does this work not have economic value? Do women only supplement the family economy? Or, is their contribution as "primary" and as essential as any other?

In what follows, we shall discuss

- Why such perceptions arise
- Why these perceptions are not true
- How we need to think about women's work

#### A. Why such perceptions arise: Seeing and not seeing women work ✓

Have you ever wondered about the women in television advertisements and films? Almost all these women are always fresh, smiling, beautifully dressed. They worry about their children's and family's health; they make sure they buy only the right,

healthy and nutritious products. They keep their houses miraculously clean and lovingly and dedicatedly feed smiling sons.

What we generally do NOT see on TV is:

a) Household work never ends. Homemakers (a new term for housewives) are constantly on their feet, working non-stop, even when they are ill, to take care of their family.

b) In addition, in both rural and urban areas, what is termed household work includes many income-generating activities.

c) A large number of women also work outside the home, and they do many different jobs. Women who are working for an income can be vegetable vendors, beauticians, corner-shop assistants and owners, domestic workers, television anchors, film actresses, lab technicians, doctors, accountants and clerks—to list only some of the fields in which they are found.

Thanks to the 73rd and 74th amendments to the Constitution of India that provided reservations for women in the elected bodies of municipal corporations and gram panchayats, women are now in decision-making roles in politics. Similarly, we also have women politicians in our legislative assemblies and parliament.

Of late, we also find women heading important banks such as the ICICI, SBI, etc. as well as becoming CEO's of multinational companies such as Pepsico.

Principal



If we look around us, our everyday life is teeming with examples of both kinds of women: women who are engaged full-time in taking care of the family; and women who work to earn an income and also do the housework. The women in your family may also be doing this. The funny thing is that what we actually see does not change the image in our minds.

**B. Why these perceptions are not true: More information about working women** ✓

The 2011 Census gives a figure of 35 crore women who are in the working age group (15-65 years). According to the 2010 National Sample Survey (NSS 2010) only 11.2 crore women declared themselves to be working for an income. A large number of these women are in:

- agriculture (transplanting, weeding, ploughing and allied activities) : **7.7 crore**
- tobacco-related work (collecting and drying tendu leaves: rolling beedis, textile work, traditional weavers and dyers or mill workers): **1.2 crore**
- construction: **57 lakh**

60% women in India are literate. 6.5% have passed out of high school. But illiteracy among rural women workers is still 66%. Compared to the 1990s, opportunities for women with education have increased in urban areas. India now has:

- **25 lakh** women school-teachers
- **23 lakh** saleswomen
- **17 lakh** women offering personal services such as beauticians
- **12 lakh** nurses and other hospital staff, and
- **11 lakh** women in government service.

These figures are impressive. But the sad part is that many women are unable

to make use of expanding opportunities. They do not have the skills required by the market. This is the reason why as many as 19 lakh women have been thrown out of agricultural employment due to mechanization, who now work as domestic servants in urban areas.

## **WAGES AND CONDITIONS OF WORK**

We all know that the Constitution of India guarantees equality for men and women in all dimensions, including wages. But some of us also know that the reality is very different. In many contexts, women are paid less than men. We should not miss this issue of unequal valuation of women's work. For example, statistics compiled by the National Service Scheme reveal that in agriculture, women are paid 50 to 75% lower than men. A similar situation prevails in the private sector, such as the software industry. A recent study found that women software professionals earn 29% less than their male counterparts. After a great deal of struggle, the principle of equal pay for equal work is now practiced in government employment. However, only a miniscule percentage of women are employed in this sector.

### **Did you know?**

→

- In 2007, Catalyst, an organization that works for inclusive workplaces in corporations and firms began tracking 10,000 MBA graduates from top business schools in the US and found that women start out earning an average \$4,300 less than men at their very first job. The gap keeps growing over time, and after only two to three years, Catalyst has found it surpasses \$40,000. It concluded that gender gaps begin on day one and women do not start out on equal footing.

- In India, actresses get paid, on an average, 10% of what the actors get paid!

- The inequality of earnings between



care, arts, management, recreation and entertainment industries. Software industry has the lowest level of inequality. Usually, as an individual moves higher, inequality also increases.

Why are women paid less than men? Some of the usual reasons we hear include:

- A. Men and women do different kinds of work.
- B. Women do lighter work, men take on the heavier tasks.
- C. Men need to support a family.
- D. Men are more efficient, and
- E. Men are more skilled.

But if we think carefully, much of this reasoning falls apart.

### Did you know?

→  
• **Cricket Champ:** Gauhar Sultana is a cricket player from Hyderabad; she is a left arm orthodox spinner. She is the Vice Captain of the Hyderabad Senior Women's Team and is a member of the Indian women's cricket team. She has played 23 international matches and as many T-20 matches.

• **Bus Driver:** Vankadarath Saritha of Nalgonda became the first woman driver in the Delhi Transport Corporation in April 2015. Saritha began as an autorickshaw driver. Before she got the DTC job, she worked as a taxi driver in Delhi.

• **TV Star:** Ramya Krishna, better known as Raccha Ramulamma, was a third-year physiotherapy student from Sitaphalmandi, Hyderabad. With her natural style and accent she became a very popular television anchor within a short time.

• **Architect:** Anuradha Naik is a trained conservation architect and architectural historian based in Hyderabad. She redesigned the City Museum in Purani Haveli. She is currently involved in the conservation of heritage buildings and in architectural history research projects.

Watch the film *Babai* made by Kavita Datir and Amit Sonawale in class.

Babai is an 81-year-old woman in a Pune wholesale market who transports goods on a handcart.



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## 7.2 UNRECOGNIZED AND UNACCOUNTED WORK

### C. How we need to think about women's work

Why is women's work invisible, undervalued, and poorly appreciated? There are several reasons for this. For instance, when looking at women's work, we tend to focus on the work that is remunerative, i.e., work which gives an income. If a woman does not earn money, she is considered a *non-worker or unproductive*. Using this definition, the 2011 Census of India categorized most of the working age women in India as non-workers. But women's work, unlike men's work, is not limited to activities that earn personal income. A large portion of women's work goes into the income-generating activities of their families. They also work to maintain the family. All this does not give them an income. But it does prevent them from taking on a job that will earn them an income. Let us see how this happens.

#### Definition of a worker:

One who works continuously for eight to ten hours outside the home for money.

For one, many women currently categorized as non-workers actually work for family or household enterprises. To list some of them: agriculture, animal husbandry, weaving and dyeing, pottery, petty trading, small hotels, kirana shops, catering, family-run businesses such as textile or jewellery, food and beverage hawking, and many small enterprises both in rural and urban areas. This is called **unpaid family work**. None of these family enterprises can run unless the women of the household shoulder a

large part of the responsibility and work. However this work does not give the woman any control over the family's disposable income, including the share she has earned. Such work is invisible and is not recognized. It is seen as "supporting the family" and not as work that produces an income.

Second, there are the women who work for wages, but from home. They are engaged in beedi/papad/agarbatti/bangle-making, tailoring, embroidery or any number of activities that gives them some income. They work between seven to nine hours on such jobs. This is called **home-based work**. Compared to unpaid family workers these women do have more control over their income. But much, if not all, of it goes into supporting the family. As they work from home, and think of themselves only as "supplementing" family income, such women tend to not think of themselves as workers. The census also does not count them as workers!

Since Sunday is a holiday for everyone, should mothers also not have a holiday? Yes or no? Please give reasons.

Third, the most prevalent category of women is home-makers or house-wives. This labour is the most invisible and the most difficult to account for. Many of us know that this is important for our family's survival and our well-being. But we should also know that it is equally important for the functioning of the economy. If the mothers and wives did not do this work, we would all be coming to college or going to work hungry and in unwashed clothes. Schools, factories, construction sites, fields, colleges and offices would fail to run as efficiently if the mothers/wives/daughters did not wash clothes, cook and pack food for us, look after





## UNIT - IV

### GENDER-BASED VIOLENCE

#### **Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013**

This special law is enacted to address the sexual harassment that women face in their workplaces. Working women have often faced stressful situations where the terms of their employment are determined by these factors. Several women have been forced to leave their jobs or seek transfers in order to escape from harassment by their employer or co-employees.

Some of the salient provisions of the law are listed below:

1. Sexual harassment includes any one or more of the following acts either by the employer or by the co-employees of the woman.  
Physical contact and advances; or  
A demand or request for sexual favours; or  
Making sexually coloured remarks; or  
Showing pornography; or  
Any other unwelcome physical, verbal or non-verbal conduct of sexual nature.
2. The woman employee who complains of sexual harassment need not be a permanent employee. She can be temporary, daily wage, ad-hoc, trainee, apprentice, contract worker, probationer and even a worker working on a voluntary basis. Domestic workers also came to be recognised as employees who can complain about sexual harassment.
3. Similarly the workplace is not limited to government offices and departments. It includes private sector organizations, establishments, ventures, societies, trusts and NGOs, hospitals and nursing homes.
4. Every employer now has the responsibility to constitute an Internal Complaints Committee. The Presiding Officer of this Committee will be a senior woman employee and will be assisted by two members drawn from amongst the employees and one member from an organization committed to the cause of women. Your college is legally required to have a committee of this kind to receive complaints and act on them. If this has not already been set up, you can ask for it to be set up.
5. An aggrieved woman can submit a written complaint of sexual harassment to the Internal Complaints Committee within a period of three months from the date of incident.  
Upon the report submitted by the Internal Committee, the employer should take action against the erring man as per the service rules applicable to the workplace. This can also include payment of compensation to the aggrieved woman.



**Nirbhaya Laws 2013**  
**Everyday Sexual Harassment**

A new set of laws termed the Nirbhaya laws deal with those who are following women around, pestering them, peeping, touching and so on. New offences such as forced disrobing, stalking, voyeurism and acid attacks have been introduced in the Indian Penal Code recently. Public stripping and parading of women being a common way of "punishing" transgressions by women, especially in rural areas, is now a separate offence. Likewise are acid attacks, a distinct kind of violence, in which acid is used to take revenge against women who have rejected offers of love or marriage.

1. Stalking: Any man who

- i) Follows a woman and contacts, or attempts to contact, her for a personal interaction repeatedly despite a clear indication of disinterest by the woman;
- ii) Monitors the internet, email and other communication of the woman
- iii) Watches or spies on a woman in any manner, that results in a fear of violence or serious alarm, distress in the mind of such woman, or interferes with the mental peace of the woman, commits the offence of stalking.

2. If a man makes sexually coloured remarks, he can be punished with up to a year's imprisonment.

3. Voyeurism makes punishable watching, photographing or disseminating images of women in undress or when engaging in private acts.

4. If a man tries to make physical contact involving unwelcome and explicit sexual overtures or

- b) demands or even requests for sexual favours or,
- c) shows pornography against the will of a woman. Such behavior can be punished with an imprisonment upto three years or with fine or with both.

It is a crime if a man tries to disrobe or compels a woman to be naked in any public space. Such an act can be punished with a minimum imprisonment of three years and a maximum of seven years.



## Nirbhaya Laws

On 13th December, 2012 a young woman in Delhi was brutally gang raped. The assault was so severe that she died within a week. The gruesome incident led to massive protests across the country. Young women and men took to the streets condemning the increasing assaults against women.

The intensity of the countrywide protests forced the government to pass a new set of laws. The following is a brief introduction to the scope of these laws which are popularly known as the Nirbhaya laws.

1. It is rape if any part of the woman's body is penetrated with the penis or with any object. The minimum punishment for rape is seven years and the maximum is life imprisonment.
2. It is custodial rape if a man who is an official of the government/public servant rapes a woman in a police station, jail, hospital, children's institution.
3. The same is true of relatives, guardians, teachers, or any man who is in a position of authority, control or dominance with respect to the woman. Custodial rapes will be punished with a minimum imprisonment of ten years and may extend to life imprisonment.
4. Special cases of rape have been defined such as rape of women suffering with mental or physical disability, rape of women who are incapable of giving consent, or the committal of rape during situations of communal and sectarian strife.
5. If the rape results in death or a vegetative state for the woman, like a coma, then the minimum punishment is twenty years and the maximum will be imprisonment for his entire life.

## The National Family Health Survey, 2009

31% of married women in India suffer violence in their families. Such violence may involve: pushing or shaking her violently, throwing something at her face, slapping her, twisting her arm, pulling her hair, punching, kicking, dragging and beating her.

10% reported that their husbands tried to choke or burn them and threatened to attack them with a weapon.

1 in 10 women experienced sexual violence with their husbands. They were forced to have sex or perform other sexual acts unwillingly.

Almost two in five women suffered cuts, bruises, injury, sprains, dislocation of bones, deep wounds, broken bones, broken teeth, eye injuries and even burns.

Only 1 to 2% of women reported such violence to the police! Women's deaths in families are under-reported!

According to a study published in 2009 by the well-respected medical journal Lancet, which collated material on accidental deaths by fire through detailed hospital records in 2001, more than one lakh women (1,00,016 was the figure given) died in kitchen fires. The largest number of them were married women between the ages of 18 - 35. This figure was six times the number

RECORDED BY THE POLICE THAT YEAR 23 - A



**Protection of Women from Domestic Violence Act, 2005**

In India, physical and mental cruelty was recognized as a ground for divorce since 1939 in the Muslim Marriages Dissolution Act. But it was also made into a criminal offence in 1984. After India signed the Convention on the Elimination of Discrimination Against Women (CEDAW) of the United Nations, women's organizations pressed for a comprehensive law against domestic violence: India became one of the 60 countries that passed a law against domestic violence between 2005 and 2011. Now 119 countries have such laws.

Passed in 2005, the Protection of Women from Domestic Violence Act defines a wide range of actions by husbands and his relatives—including beating, insults, abuse, excessive suspicion, threats, demand for dowry, perverse sexual behaviour, financial deprivation and sale of household assets—as domestic violence. A wife experiencing such violence can approach the nearest Magistrate's Court and seek the following kinds of reliefs.

1. Protection Order: If the wife is living separately, the husband can be ordered to not enter her home, or disturb her at her workplace, or attempt to communicate with her in any way. This includes email and phone calls.
2. Maintenance Order: The husband can be directed to provide financial support for the wife and the children.
3. Residence Order: If the wife is living in her husband's home, the Court can direct that she should not be evicted or thrown out of her husband's home. This Order can be passed even if the wife does not own the house.
4. Joint property: The husband can be directed to not to sell joint property such as the house or operate bank accounts and bank lockers used by both the husband and wife.
5. Custody of children: If the wife is anxious that her children will be separated from her, the Court can grant her a protection order.  
If the children are not with the wife, the Court can direct that the children be returned to the wife or enable her to visit them.
6. Compensation: The Magistrate, in the final stage, can direct the husband to pay compensation to the wife for the physical and mental harm that she suffered on account of his conduct.

A violation of any of the Orders passed by the Magistrate is an offence. The husband can be punished with a sentence of up to one year in jail along with a fine.

In addition to the above, the wife can also complain about domestic violence in the local police station. The provision of law is Section 498A in the Indian Penal Code.



## UNIT-V

### GENDER AND CULTURE

# Just Relationships ✓

## BEING TOGETHER AS EQUALS

You may have heard the famous line, "If you love someone set them free. If they come back they are yours; if they don't they never were." This tiny sentence packs so many lessons about how to love, how to be a friend, how to care for somebody without taking control of their lives. All of us long to find someone who lights up our day and stands by us through the darkest moments. But, more than anything, bonds of friendship or love must allow each person to feel comfortable, to be themselves and to pursue their goals and dreams and passions. A love that ties one up in obligations, watches one's every move like a jealous watchdog—can we really call that love? Maybe we can describe it as owning a piece of property or cattle or slaves. But surely this is not friendship or love!

Unfortunately, violence and the desire to dominate often wear the mask of love. How many times have we heard it said, "When a girl says no, it means yes!" Almost every second film reinforces this belief. The girl hates the boy; she may call him an idiot or even slap him. But that does not stop him! In true filmy style, he must chase her, pull her, push her and kiss her. Most of this is accompanied by foot-tapping music and dance. We all know what happens at the end of the movie. The heroine's resistance wears off. And she falls madly, madly in love with the man she hated just a few days back.

Most of us enjoy this. It is difficult not to...there are beautiful young people romancing in exotic foreign locales, on

beaches, amidst snow-capped mountains, on bikes, in swanky shining cars and in colleges where they don't really need to study!

Reality however is not so pretty. Do you know that sometimes girls stop going to school or college just to avoid being teased on the way? If girls fell in love with whoever stalked or teased them, surely they would not take such a drastic step, ruining their future and dreams.

Women routinely have to deal with unwanted attention from men. All in the name of love. When a woman turns down a man's offer of love, things can turn ugly. Very often the man refuses to accept the fact that she is just not interested and has a right to say no, however much it might hurt him. He then stalks her, badgers her with persistent text messages and phone calls. Some men post nasty comments on social networking sites, destroying the privacy and mental peace of the woman in question.

As you read this, a thought might cross your mind: how is it possible to hurt somebody whom one loves? You may wonder: is it at all possible to find just relationships between men and women, relationships based on trust, warmth, friendship and mutual respect in a world where violence often passes for love? Hold that thought! Let us together explore stories and lives that may not exactly fit into conventional models of "love" but are magical and sweet and inspiring in their own way.



But actually films are serious business and need our critical attention because they are so popular and have a wide reach. We all have our favourite heroes and heroines whom we love, admire, and even imitate. Consciously or unconsciously, they become our role models. So, let us examine carefully the portrayal of heroes, heroines and their romance in films of the last decade.

Most male and female characters in films reinforce the traditional roles that society assigns to men and women. Therefore, men are usually depicted as strong and courageous, as providers for the family and as responsible heads of the family. Women are care-givers, tending to and nourishing the family and the children. They play a supportive role as mothers, wives, sisters or lovers. Singaraju Ramadevi describes the kind of relationship that is found in films in the table below.

*Story* **The hero, the heroine and romance in present day Telugu cinema**

Many of you might wonder why we need to take cinema seriously or why we should analyze films so carefully. You might ask, aren't our films unrealistic anyway? Don't we all know that they don't depict reality? So why not just watch them for fun and forget them?

The typology of romance: Telugu film style	
<b>One-sided Romance</b>	This needs no explaining—you find this in 90% of the films. The hero follows the heroine, teases and harasses her and does not give up till she says yes!
<b>Blackmail Romance</b>	The hero (and sometimes the heroine) threatens to commit suicide if the person he or she likes does not return his/her love. Many films depict this as a sign of true love!
<b>Gratitude Romance</b>	Many a time, the heroine is rescued by the macho hero from harassers and rapists. She is so grateful to him, she falls in love immediately.
So, all in all, it seems as if we only have forced romance most of the time. The girl and the boy rarely meet and spend time getting to know each other, their tastes and views before falling in love. There is very little respect and desire for an equal relationship.	



An episode of the popular programme *Satyamev Jayate* deals with how cinema shapes our idea of wooing a woman—the hero manhandles the heroine, treats her as if she were an object. “I am a piece of tandoori chicken ...” goes the line of a popular “item number.” However, three leading actresses of Bollywood—Kangana Ranaut, Deepika Padukone and Parineeti Chopra draw on their own experiences to speak of how traumatic it can be to be stalked and treated so roughly against one’s will. All of them are crystal clear about one thing: they would not accept an abusive relationship. For them, **no definitely means no!**

Watch them speak at <http://www.satyamevjayate.in/when-masculinity-harms-men/episode-6watchvideo.aspx?uid=s3e6-ev-v1&lang=hindi>

Don’t you feel Laxmi’s story teaches us the value of “consent” about which you learnt in the Unit on “Sexual Harassment: Say No!”?

Women like Laxmi would not have to go through such terrible tragedy if consent becomes part of our vocabulary and our convictions. Every time we offer tea to someone, we ask: “Are you interested?” And if they say “No,” we take them seriously. If they don’t say the word “no,” but look uninterested or scared, we do not force tea on them. We just let them be . . . .

Remember: Tea or love or sex,  
**CONSENT IS EVERYTHING!**

## LOVE LETTERS

This unit explores shades of relationships that do not fit into conventional definitions. These relationships push us to think beyond narrow understandings of family, domesticity and friendship. For those of us depressed by our daily quota of violence against women in newspapers and on television, these come as a breath of fresh air. They demonstrate how true partnerships can change our lives and the lives of those around us—making the world a much better place! Some of these accounts are from our past, some set in more contemporary times. Together they point to new

### Love letters unlike any other

We begin with a set of unique love letters—unlike any other—from Savitribai Phule to her husband Jotiba Phule.

Excerpts from “Savitri’s Three letters to Jotiba”, translated by Sunil Sardar.

*Savitribai (1831-97) and Jotiba Phule (1827-90) are renowned for having taken up the cause of widows, starting girls’ schools in Maharashtra and fighting against caste discrimination. In addition to being activists, Jotiba was a writer and a thinker; Savitribai was a poet and Maharashtra’s first woman teacher. These letters, Sunil Sardar writes, “are a testament to the emotional support Savitri provided to Jotiba, her revolutionary husband. Their dream of a new and liberated society—free from the chains of ignorance, bigotry, deprivation and hunger—was the strong thread that bound the couple together, fusing their private and public life into one. When... dominant Maharashtrian society was ranged against Phule’s radicalism, perhaps it was the love — and joyous*

*dedication—of his life companion that emotionally sustained Phule in his struggle...Savitribai and Jotiba emerge in these letters as equal and able companions.” You will glean more about this famous couple and their inspiring relationship from the letters.*



## MOTHERS AND FATHERS ✓

Some kinds of love are highly idealized, such as a mother's love. A mother must be the picture of selflessness and sacrifice. She is happy only when she is looking after the needs of her family—washing, cleaning, cooking and feeding her children.

Yet, as you learnt in the Unit on "Housework," mothering involves a lot of hard labour that remains invisible. In fact, so sacred is the idea of the mother that to consider her work for her family as labour would be unthinkable. When you read Vimala's "Vantillu," you realize that such idealization can be very unfair, wiping out the needs and aspirations of women.

Thankfully, in several families and communities, sons do help their mothers. They share housework, do the shopping and fetch medicine when their mothers are sick.

People always talk about a mother's duties and responsibilities. Let us stop for a moment and think about fathers.

Many people still hold the notion that there are fixed and intrinsic differences between men and women. This belief greatly influences our idea of the family. A father must earn to support his family and protect it from danger. He must be strong and powerful. A mother's task, on the other hand, is to nurture—she must cook, bathe her children, send them to school and take care of them in health and sickness. She must be soft, sweet and sacrificing.

Yet, fixed gender roles are continuously challenged by the behaviour and experiences of people in different communities.

An extraordinary report called The State of the World's Fathers marshals evidence that men and women are born with equal capacity to care for others, including young children. However, this ability in men and boys has been repressed by social norms of masculinity that discourage men and boys from caregiving.

The report collects information from 30 countries in five continents to conclude that, "Increasing numbers of fathers around the world are actively involved with their children: feeding them, changing diapers, staying home with sick children, and bringing their sons and daughters to school."

Most of all, involved and caring fatherhood helps men break out of the stifling constraints imposed by conventional cultural ideas of what it is to be a man. The report quotes men from many corners of the world testifying how finding the spaces to love and nurture their children has helped them become better human beings, less violent, less prone to risk-taking, more physically and mentally healthy, and more emotionally fulfilled.

Even today, a woman is so often defined in relation to a man—as a mother or a daughter or a wife. So much so that she herself may forget that she is an individual in her own right. Thankfully, sometimes women (and men) are lucky enough to find relationships that do not set up boundaries and allow them grow and have their own space. Have you ever come across a story or film that shows such a relationship?

One such film is Queen, directed by Vikas Bahl, which received the best film award at the 62nd National Film Awards. Actress Kangana Ranaut also won the best actress award for her performance in the film. Kangana plays a character that is refreshingly different from the typical Bollywood heroine roles.



→ **The problem that has no name....**

→  
In 1963, American feminist writer Betty Friedan wrote a book called *The Feminine Mystique* which would go on to influence women's movements across the world. Set in the context of 1960s USA, the book discussed the idealized "happy housewife" image that was marketed to many women as the best thing that could happen to them. Friedan uncovers how in real life, middle class housewives in affluent suburban American homes felt unhappy deep inside- even though they apparently had every material comfort in the world! Friedan identified this problem as the continuous pressure on women to fit into the feminine role of mother or wife, without getting a chance to realize their potential as human beings. She called it the problem that has no name because it was so invisible: because it could not even be acknowledged as a problem.

Look around you. Can you give examples of advertisements/films and other media that sell the "happy to be just a housewife" image even today? Or, those that move away from this image?

→ A lot of advertisements sell their products cashing in on the traditional image of the mother. We have picked out an advertisement for Havells cables as one that is different from the rest.

It shows a working class mother making chapathis in a makeshift hovel, that is the family's home. While she cooks, she also pulls the rope of the cloth cradle to keep her baby sleeping . . . Her older son tries to study sitting beside his mother. But he finds it difficult to concentrate. He just cannot ignore his mother's struggles, her sweat, the way she burns her fingers every time she takes a chapathi out of the fire. He puts his book down, picks up a length of cable and makes a pair of tongs for his mother with which she can pick up the chapathi easily without getting blisters.

Don't you wish there were more such advertisements?

You can watch it here: [https://www.youtube.com/watch?v=vzK\\_taXnT5s](https://www.youtube.com/watch?v=vzK_taXnT5s)

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9

**ROSA  
PARKS—THE BRAVEHEART** ✓

*Sometimes just relationships extend beyond the family. You have already read about the shared ideals and passion for social justice that bound Jyotiba Phule and Savitribai together. What follows now is the inspiring story of Rosa Parks (1913-2005) who fought to end racial discrimination in America. Like Martin Luther King Jr (1929-1968) she too dreamt of a world where people were not divided on the basis of the colour of their skin.*

*History is full of the stories of kings and dictators and imperialists who fought bloody battles for land and wealth and slaves. Thankfully, it also tells us stories of ordinary women and men who risked everything for a world without prejudice and oppression.*

Born as the eldest of two children in 1913, Rosa Louise McCauley was raised on her grandparents' farm in Alabama, a state in the racially divided American South. As a child, Rosa was exposed to the realities of segregation. She walked to school daily because the Elementary School bus system did not allow black students to ride the bus.

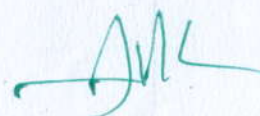
History is peculiar. It places gifted women and men in situations where they must make a choice. The choice she made was on the afternoon of 1

December 1955, on a bus, as she was going home after a long day's work at a department store in Montgomery, Alabama. She was ordered by the bus driver to give up her seat on a public bus so that a white man might sit. She refused, was arrested and fined \$14.

It became the largest boycott in American history. During the boycott, 17,000 black people in Montgomery walked to work or obtained lifts from the very small car-owning population.

The boycott was ended on 21 December 1956 when the Supreme Court ruled that segregation on city buses was unconstitutional, and Parks and King became national heroes. It was the beginning of a mass movement of non-violent social change, culminating in the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

People like Rosa Parks fought at great personal risk for a new world where women and men could live with dignity and without discrimination. It is for us to take the struggle forward in our own surroundings, neighbourhoods and social worlds.



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